

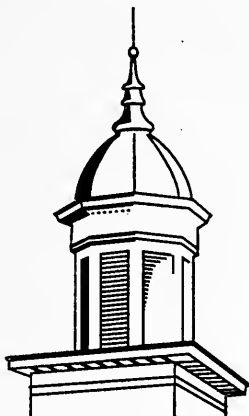
Mr. Jack Whitener

UNIVERSITY OF SOUTH CAROLINA AT SPARTANBURG

SCHOOL OF BUSINESS ADMINISTRATION AND ECONOMICS

**Self Study
Volume I**

**Application for Business Accreditation
by the
American Assembly of Collegiate Schools of Business**



**Spartanburg, South Carolina
June, 1993**

Digitized by the Internet Archive
in 2010 with funding from
Lyrasis Members and Sloan Foundation

<http://www.archive.org/details/uscselfstudysch1993univ>

SCHOOL OF BUSINESS ADMINISTRATION AND ECONOMICS
UNIVERSITY OF SOUTH CAROLINA AT SPARTANBURG


APPLICATION
BACCALAUREATE BUSINESS ACCREDITATION

Submitted To

AMERICAN ASSEMBLY OF COLLEGIATE SCHOOLS OF BUSINESS
605 Old Ballas Road, Suite 220
St. Louis, Missouri 63141

We certify that the information contained herein is
accurate and true to the best of our knowledge.


Jerome V. Bennett, Dean
School of Business Administration and Economics


Olin B. Sansbury, Jr., Chancellor
University of South Carolina at Spartanburg

June, 1993
Spartanburg, South Carolina

PRECONDITIONS

According to the AACSB Accreditation Council Policies, Procedures and Standards a school shall meet ten preconditions for accreditation. The preconditions and status for the USCS School of Business Administration and Economics are as follows:

- (a) demonstrate specific, continuous efforts to assure the enrichment of the educational experience it offers by reflecting racial, ethnic, and cultural diversity among students, faculty and staff:

During the years 1981 to 1986, the State of South Carolina was under a federal court order to implement Affirmative Action policies and procedures. While no longer under a court order to do so, the State (and USCS) has voluntarily continued to follow similar policies.

- (b) creed, sex or national origin in the admission and retention of students and in the conditions of employment of faculty and staff:

USCS does not discriminate on the bases of race, ethnic origin, age, physical handicap or on any other basis. This statement applies to admission and retention of students and to employment and retention of faculty and staff. The University-wide policy statement governing this issue is shown in Appendix I.

- (c) be an autonomous degree-recommending school or college reporting to the central administration in the same manner as do all other autonomous degree-recommending units of the institution; academic units with designations other than school or college will be considered for accreditation only if the designation is common to all degree-recommending units in the parent institution and the academic units are essentially identical to units commonly identified as schools or colleges:

The School of Business Administration and Economics is an autonomous degree-recommending college reporting to a central administration in the same manner as do all other autonomous degree-recommending units of the University. The Dean reports to the Chancellor for Academic Affairs as do all other deans.

- (d) demonstrate compliance with the Standards during the self-study year, as well as the year of visitation, of the accreditation process:

The School of Business Administration and Economics committed itself to achieve AACSB accreditation in 1984. By 1991 it had achieved compliance with all of the quantifiable standards established for AACSB accreditation: faculty/student ratios, faculty degree qualifications, student credit hour production, etc.

We view AACSB accreditation as a means to the end of a continuing effort to maintain overall high quality in education for business administration and not as an end in itself. We continue to strive to improve in both the quantitative measure and the qualitative issues set forth in AACSB accreditation standards.

- (e) have as its primary mission education for business administration:

The primary mission of the School of Business Administration and Economics is to provide high quality *undergraduate instruction* leading to a baccalaureate degree in business administration.

- (f) have an intellectual climate which encourages and supports the offering of programs of high academic quality:

The School of Business Administration and Economics strives to foster an intellectual climate which encourages and supports the offering of programs of high academic quality.

- (g) be in an institution accredited by an institutional accrediting body recognized by the Council on Postsecondary Accreditation (COPA):

The University of South Carolina at Spartanburg is accredited by the Southern Association of colleges and Schools, which is recognized by the Council on Postsecondary Accreditation as a regional accrediting agency.

- (h) have business administration programs which have been established and in operation for such a period of time so as to achieve a critical mass of students and faculty and to make possible an evaluation of their quality:

The School of Business Administration was established in 1977. The School presently concentrates all its resources on a Bachelor of Science in Business Administration degree. This degree has been continuously awarded since 1976.

- (i) have an educational environment which permits the school to pursue acceptable objectives with a minimum of external interference or diversion of effort:

The School of Business Administration and Economics operates in an educational environment which permits it to pursue acceptable objectives with a minimum of external interference or diversion of effort.

- (h) have a dean or administrative head who has jurisdiction or participating control over all business administration programs and business administration faculty. However, where accounting programs are administered as autonomous degree-recommending units, this requirement may be waived provided the accounting unit has achieved AACSB accreditation.

The Dean of the School of Business Administration and Economics has jurisdiction or participating control over all business administration programs and business administration faculty.

TABLE OF CONTENTS

Volume I

Page

I. GENERAL INFORMATION, MISSION, AND OBJECTIVES

A. DESCRIPTION OF THE BUSINESS UNIT	1
1. Identification of the Business Unit	1
2. Responsibility for the Self-Study Report	1
3. Missions and Objectives of the Business Unit	1
4. Organization of the Business Unit	46
5. History of the Business Unit	57
6. Foreign Linkages	59
B. DESCRIPTION OF THE UNIVERSITY	62
1. Internal Administrative Organization	62
2. Total Number of Degrees Offered	63
3. Degree Programs Other Than Business	64

II. ADMISSION AND STUDENT-RELATED INFORMATION

A. UNDERGRADUATE POLICIES AND PRACTICES	68
1. Admissions Policies	68
2. Admissions Policies Compared to Other Academic Units	71
3. Transfer Credit, Validation, and Articulation Policies and Practices	73
4. Junior or Community College Transfers	75
5. Exceptions to Admission Policies	75
6. Qualifications of Entering Students	75
B. MASTER'S POLICIES AND PRACTICES	76
C. ENROLLMENTS	76
D. ACADEMIC ACTIONS	77
1. Probation Policies	77
2. Number of Academic Actions	79
E. PLACEMENT AND CAREER RECORD	79

III. PERSONNEL

A.	FACULTY POLICIES AND PROCEDURES	84
1.	Recruitment and Selection of Faculty	84
2.	Procedures and Criteria for Promoting Faculty	85
3.	Procedures for Evaluating Instruction	94
4.	Faculty Teaching Loads	96
5.	Policies Regarding Outside Employment	97
6.	Faculty Development Policies and Practices	97
7.	Intellectual Capital	101
B.	ACADEMIC STAFF CHARACTERISTICS	102
1.	Profile of Full-time Faculty (Table III, B, 1)	103
2.	Profile of Part-time Faculty (Table III, B, 2)	105
3.	Special Situations	106
4.	Distribution of Faculty	117
C.	ACADEMIC STAFF DATA	117
1.	Table III, C, 1 (Year Preceding Self-Study - Fall 1991)	119
	Table III, C, 1 (Year of Self-Study - Fall 1992)	122
	Table III, C, 1 (Year of Visitation - Fall 1993)	125
	Table III, C, 1 (Computations - 1991, 1992, 1993)	128
2.	Table III, C, 2 (Distribution of Faculty)	131
3.	Table III, C, 3 (Adjusted Distribution of Accounting Faculty)	133
4.	Data Sheets	(Bound in Volume II)
5.	Table III, C, 4 (Analysis of Data Sheets)	134
	Table III, C, 5 (Reviewed Journals/Articles)	137
D.	TOTAL RESPONSIBILITIES OF THE FACULTY	139
1.	Table D1 (Teaching Loads)	139
2.	Analysis of Table D1	140
3.	Teaching Load-Administrators	140
4.	Support and Service Personnel	140

IV. CURRICULUM

A.	PROGRAMS IN BUSINESS ADMINISTRATION	142
1.	Degrees and Course Numbers	142
B.	CURRICULUM PROPORTIONS	144
1.	Table IV, B (Required Credit Hours)	145
2.	Degree Content	149

C.	OPPORTUNITIES FOR ADVANCED WORK	149
1.	Course Title and Credit Hours	149
D.	CURRICULUM REQUIREMENTS	152
1.	Coverage of Common Body	152
2.	Worldwide Dimension	157
3.	Departures from Common Body of Knowledge	160
4.	Course Syllabi	161
5.	Masters Credits	205
E.	STUDENT DEGREE PLAN SHEETS	206
1.	Degree Requirement Sheet	207
2.	Advising Record	208
V.	LIBRARY AND COMPUTER RESOURCES, FACILITIES, AND SERVICES	
A.	LIBRARY SERVICES	209
B.	COORDINATION OF ACQUISITIONS	211
C.	ADEQUACY OF LIBRARY RESOURCES	213
D.	LIBRARY ALLOCATIONS	214
1.	Annual Expenditures	215
2.	Annual Expenditures per FTE	215
E.	COMPUTER RESOURCES	215
1.	Available Resources	215
2.	Adequacy of Resources	216
3.	Specific Courses Utilizing Computers	217
F.	MULTIPLE LOCATIONS	218
VI.	FINANCIAL RESOURCES, FACILITIES, AND EQUIPMENT	
A.	BUDGET	221
1.	Budget Preparation and Approval	221
2.	Budget Data	221
3.	Credit Hour Comparisons Self Study Year	222
4.	Credit Hour Comparisons Previous Years	223
5.	Comment	223

B.	SALARY AND FRINGE BENEFIT INFORMATION	224
1.	Salary Data	224
2.	Scholarly Leave Policy	225
C.	OFFICE FACILITIES	226
D.	CLASSROOM FACILITIES	226
E.	DEPARTMENTAL RESEARCH SPACE AND EQUIPMENT	227
F.	MULTIPLE LOCATIONS	227
G.	MOST SIGNIFICANT NEEDS	227
VII.	EDUCATION INNOVATION AND TECHNOLOGY	
1.	Programs of instruction and instructional methods	228
2.	Application of new learning approaches	235
3.	Mechanisms employed for the evaluation of teaching	241
4.	Design and structure of your school and resources	244
APPENDICES		
Appendix I		
USCS Policy on Affirmative Action		1-1
Appendix II		
Advising Record & Audit Checklists Forms		2-1
Appendix III		
Interdisciplinary Program of Studys		3-1
Appendix IV		
Placement Service Promotional Materials		4-1

I. GENERAL INFORMATION, MISSION, AND OBJECTIVES

A. DESCRIPTION OF THE BUSINESS UNIT

1. Identification of the business unit

Name of business unit: School of Business Administration and Economics

Name of Dean: Jerome V. Bennett

Name of University: University of South Carolina at Spartanburg

Address: School of Business Administration and Economics
University of South Carolina at Spartanburg
800 University Way
Spartanburg, SC 29303

Date of Response: June 1, 1993

2. Identification of those responsible for the Self-Study Report preparation

This Self-Study Report was written by a team led by Dr. Lily Lancaster; others on the team were Dr. Barbara Hastings, Dr. Bert Menees, Dr. Tom Oglesbee, Dr. Sarah Rook, Mr. Donald Yates and Mrs. Cindy Holland. Faculty members were responsible for updating their data sheets and course syllabi for common body of knowledge and concentration courses. While updating the Self-Study, the team consulted with student leaders majoring in business, the faculty members of the School, and members of the University administration.

The following University administrators also contributed: Emad Wajeek, Institutional Research; Eric Jolly, Registrar; Virginia Rector, Placement; Julian Green, Dean of Libraries; Bob Connelly, Business Affairs.

3. Mission and objectives of the business unit

a. Describe the institutional environment and the population from which you draw the students entering your programs.

The University of South Carolina at Spartanburg is located in Spartanburg, South Carolina; including adjacent Greenville County the metropolitan area has a population of about 600,000. The state has a

population of around 3.3 million and has experienced remarkable economic growth in the last decade.

Social, Economic, and Political Environment.

Universities are more than the sum of the bricks and mortar that comprise the campus. They also reflect the communities in which they exist and in which their faculties, staffs, and students live. Spartanburg, South Carolina, is in many ways an exceptional small town. The total population of the county numbers just over 215,000. The upstate region is ethnically diverse, the home of a large international community; Austrian, Swiss, French, German, Greek, Canadian, Japanese, Italian and South East Asian residents comprise a substantial portion of the population. There is a major international presence in the Upstate, with over 65 units of foreign-owned firms. They range in longevity from the 2000-employee Hoechst Celanese (German) owned unit here since 1965 to the 2000+ employee BMW Manufacturing Corporation unit which is presently under construction. It is reported that Spartanburg County has a greater foreign investment per capita than any other area of the United States. Major American employers include Milliken & Company, the world's largest privately owned textile firm, Liberty Life Insurance, Lockwood Greene Engineering, Spring Textiles, Sara Lee, and Fluor Daniel.

Within the city of Spartanburg there are three four-year institutions of higher education: USCS, Converse College, and Wofford College. The existence of Converse and Wofford together with the socio-economic character of the area has had a profound effect upon

the development of USCS. Both Converse and Wofford are nationally known for the quality of their liberal arts programs.

First and foremost, the University of South Carolina at Spartanburg (USCS) is a teaching institution. It offers baccalaureate degrees from three professional schools; business, nursing, and education; it also offers degrees from the School of Humanities and Science in biology, chemistry, computer science, communications, criminal justice, education, English, history, interdisciplinary studies, mathematics, psychology, and sociology. The University has one site located just outside the Spartanburg city limits on 300 acres of land with seven major academic buildings. All facilities have been built since 1966. There are 141 full-time faculty at USCS, 100 have appropriate terminal degrees in their field of teaching.

The University of South Carolina at Spartanburg is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate and baccalaureate level degrees. The School of Education is accredited by the National Association of State Directors of Teacher Education and Certification (NASDTEC), and The School of Nursing is accredited by the National League of Nursing (NLN).

Enrollment Summary

The University of South Carolina at Spartanburg has a head count enrollment, in the Spring of 1993, of 3287 students; 80.3 % of the students enrolled reside in Spartanburg, Greenville, and Cherokee counties. Upstate residents share classroom space with fellow students from throughout South Carolina and from other states and foreign

countries. South Carolina residents constitute 94.9% of the student body; 4.1% are out-of-state students; and "international" students account for 1.0%. The University enrolls 135 out-of-state students and 31 "international" students.

Curricula Overview

The curricula established for all baccalaureate degrees at USCS include a set of courses which fulfill a general education requirement, a set of courses which comprise a departmental major, and a set of elective courses.

General Education Requirements

General education requirements are included in each baccalaureate degree program. The purpose of such requirements is to provide broadly-based educational competencies upon which an area of specialization may be developed. They represent a minimum level of introduction to various subdivision in the liberal arts. The general education requirements which apply specifically to all business administration students are as follows:

I. Communication

English Composition	6 credit hours
Public Speaking	3 credit hours

II. Mathematics

College algebra and calculus	6 credit hours
--	----------------

III. Arts and Humanities

Fine arts, history plus one course selected from the following:

American literature	Literature in a foreign language
Art History	Music history
English literature,	Philosophy
linguistics, or	Religion
literary theory	Theater history
History	World literature
.....	9 credit hours

IV: Social and Behavioral Sciences

U.S. Government 3 credit hours

Courses from two of the following 6 credit hours

Anthropology
Government and International Studies
Geography
Psychology
Sociology

V. Natural Science

Two courses, including at least
one laboratory course, 7 - 8 credit hours

Astronomy
Biology
Chemistry
Geography
Geology
Physics

VI. Foreign Culture

A course of an international nature. 3 - 4 credit hours

VII. Computer Studies

Computer Science literacy courses 4 credit hours

VIII. Senior Seminar

Dean's Seminar 1 credit hour

- b. Describe your business unit/institutional efforts and their results to assure racial, ethnic, and cultural diversity to include those business unit/institutional policies that prohibit discrimination in the admission and retention of students and the employment of faculty and staff.

USCS does not discriminate on the bases of race, ethnic origin, age, physical handicap, or on any other basis. This statement applies to admission and retention of students and to employment and retention of faculty and staff. The University-wide policy statement governing this issue is shown in Appendix I.

During the years 1981 to 1986, the State of South Carolina was under a federal court order to implement Affirmative Action policies and procedures. While no longer under a court order to do so, the State (and USCS) has voluntarily continued to follow similar policies. Indeed, USCS has attempted to surpass prior performance, particularly with regard to African American students and faculty.

Students.

At USCS, African American students represent 10.8% of the enrolled students; in the School of Business, African American students in the Fall of 1992 were 5% of enrollment. That population in the Upstate is more than 20%; we believe that we should, and can, improve on our numbers. To this end, the following are being done:

- a. Special recruiting events on campus are held for African American students and parents. The Dean and faculty of the School of Business and Economics (hereafter School of Business) attend to make presentations and to answer questions.
- b. A weekend program, Smart Start, brings ninth grade African American students to campus five times a year. The purpose

of Smart Start is to encourage students to stay in school, to attend college, and to consider USCS as their college. Special emphasis is given to African American males, the group most at risk.

- c. An Executive Assistant to the Chancellor for Minority Affairs and Government Relations was hired in 1990. This African American male has increased USCS's visibility in the that community; is personally involved in student, staff, and faculty recruiting; and is a strong role model for young African American males.

Faculty.

Over the past seven years, seven persons (6 Ph.D., one M.B.A.) have been hired for permanent positions in the School of Business. In every case, we sought qualified minority candidates in the search process. Advertisements invited minority men and women to apply.

Four hires were made in Accounting, including two white males with Ph.D.'s for tenure track positions. One qualified African American male with a Ph.D. in accounting applied and was interviewed; he accepted another position at a salary \$10,000 above the top of our authorized range. One Oriental female with a Ph.D. in Accounting applied but only would visit with her professor-husband for whom we had no opportunity. One African American female with a Ph.D. in management was hired; unfortunately, one year later, she was hired from us by her degree-granting university on better terms than we could offer. One white female with a Ph.D. in Management, and one white

female with an Ed.D. and a Master of Accountancy (effective Fall 1993), and one white male with a Ph.D. in Management were hired.

Our faculty diversity during Fall, 1992 follows:

White, American, males	13
White, American, females	3
White, Turkish, naturalized American, male	1
White, German, naturalized American, male	1

Our School continues to make every effort to hire minority faculty, as vacancies permit. One African American male is currently on leave to complete a doctoral program.

- c. State fully those objectives against which your business unit's performance is periodically measured; list each objective in the order of its relative priority.

The University of South Carolina at Spartanburg is one of eight campuses of the University of South Carolina System. The governing body is the Board of Trustees. The president of the System is Dr. John W. Palms. The chancellor of USC-Spartanburg reports to President Palms.

Any discussion of objectives must be presented in the context of mission. By recent action of the Board of Trustees, a mission Statement for the USC System has now been approved. It is as follows:

The primary mission of the University of South Carolina, a multi-campus system serving the entire State of South Carolina, is the education of the state's diverse citizens through its endeavors of teaching, research and creative activity, and service.

TEACHING

The University is committed to providing its students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible

citizenship in a complex and changing world. A particular strength of an education at the University of South Carolina is the excellence, breadth, and diversity of the institution's faculty.

RESEARCH

Convinced that research and scholarship, including artistic creation, are essential for excellent teaching, the University pursues aggressively an active research and scholarship program. The University is dedicated to using research to improve the quality of life for South Carolinians.

SERVICE

Another important facet of the University's public mission is service – to its community, state, nation, and the world in such areas as public health, education, social issues, economic development, and family support systems.

Founded in 1801 in Columbia, the University of South Carolina educated the state's citizens for well over a century before extending its community statewide in the 1950s and 1960s. At that time, a network of campuses was established in response to community initiative and support for accessible, affordable educational programs principally for local citizens. In the 1970's, the Aiken, Conway (Coastal Carolina), and Spartanburg campuses were granted the authority to award baccalaureate degrees. While the regional campuses, the senior campuses, and the Columbia campus all pursue teaching, research, creative activity, and service, they do so with an emphasis suited to their individual campus missions.

Separately accredited by the Southern Association of Colleges and Schools, Aiken, Coastal, and Spartanburg take as their primary mission the delivery of basic undergraduate education to their respective service areas. These senior campuses also offer graduate-level course work through the University's Graduate Regional Studies program and sometimes offer master's degree programs in response to regional demand.

The publication in 1993 of this Mission Statement will require a review of the USCS Mission Statement to assure congruence.

USCS Mission Statement

In December of 1987, the Chancellor initiated university wide strategic planning when he announced that faculty would participate in a series of retreats. The purpose of the retreats would be to rewrite the

USCS mission statement and to explore the different skill, attitude, and knowledge goals the University wished to pursue. The objective of the development of a new mission statement was to form the basis for a strategic plan and an assessment plan for the institution. This consideration of the University's mission took place in the spring and summer of 1988. While the prospect of retreats met with some initial resistance by faculty concerned about the time and the cost involved, the retreats came to be regarded by most faculty as successful.

All faculty were invited to take part; six different over-night retreats were held off-campus; for faculty unable to attend off-campus, a final, on campus retreat was made available. In accord with the new SACS accreditation criteria assessing expected educational results instead of institutional inputs, retreat groups were asked to describe the characteristics they wanted in USCS graduates. These characteristics were woven into a tentative mission statement. Additional sessions at each retreat considered the ways in which the new mission statement might impact strategic planning and might be assessed.

In the summer of 1988, the several suggested mission statements resulting from the retreats were consolidated into a single mission statement by the retreat leaders. This statement was approved by the faculty at the general faculty meeting in the fall of 1988. Additional changes were made in 1991 and 1992. The USCS Mission Statement currently reads as follows:

USCS is an academic community dedicated to excellence in teaching, scholarly pursuits, creative activities and public service. Its primary responsibility is to educate undergraduate and graduate students to live successfully in a world of technological change, cultural diversity, and

social and economic challenges. In view of this obligation, USCS established the following goals for its students.

USCS graduates are competent in their major fields of study. They can communicate effectively in standard English; they know how to find information and to evaluate it quantitatively and analytically; they have expanded knowledge and understanding of their natural and social environments; they have a heightened awareness and appreciation of language, literature, the visual and performing arts; and they have an awareness of the roots of their own history, values, and culture, as well as those of others.

USCS students are expected to enlarge their sense of personal responsibility to include lifelong learning and physical well-being; they are given opportunities to work cooperatively with others; they are encouraged to deepen their sense of ethics and to become aware of the connection between individual choices and community life.

Chronology of Strategic Planning in the School of Business

Professional schools were created at USCS in 1979, with the separate identification of the School of Business, the School of Education, and the School of Nursing. A dean of the School of Business was named in 1980 after a national search. His initial assignment was the development in 1981 with the faculty of a strategic plan which would lead to the goal of AACSB accreditation. It was recognized that major issues of curriculum content, doctorally qualified faculty, and critical mass of students, among others, must be addressed. All issues were attached with vigor. Objectives were as follows:

- | | |
|-------------|--|
| Curriculum: | Establish core courses in marketing, finance, and management. |
| Faculty: | Hire doctorally qualified faculty in marketing and accounting. |
| Students: | Increase student enrollment to five hundred business majors. |

Strategies were put into place for each objective:

Core courses:	New courses were to be developed through the faculty curriculum review process.
Added faculty:	Budget increases were to be sought to provide and to fill additional full-time positions.
Student enrollment:	A concerted effort was to be made to promote the business major with entering freshmen and with transfer students.

Delay.

Unfortunately, a hiatus in implementing these strategies occurred when the dean in 1982 took a one-year leave to a European post; he returned in 1983 to the faculty. Three persons served as acting dean and dean between 1982 and 1984, all continuing to pursue the strategic plan, but from a position of relative weakness.

Formal Endorsement of AACSB by State.

A team of business deans visited all state supported business schools in 1982. Based on their recommendations, the South Carolina Commission on Higher Education in 1983 mandated that all business schools seek to meet the accreditation standards of AACSB. The Chancellor and the Dean of the School of Business affirmed their commitment to achieving AACSB accreditation, not merely to "meeting the standards."

Re-appraisal.

With a permanently appointed dean in place in 1984, an internal self-study was prepared to measure progress on the strategies of 1981. Much progress had, in fact, been made on all fronts.

Measurements of progress on the strategies from 1981 were as follows:

Core courses	Quantitative Methods had been added to the core.
Added Faculty	Three additional faculty positions had been approved and filled in the following areas: Economics, Management, Marketing.
Student enrollment	The numbers of business majors had reached 500.

An Updated Strategic Plan was adopted in 1984. The goal was the continued pursuit of accreditable quality. Objectives then agreed on were as follows:

Curriculum	Establish a marketing concentration.
Faculty	Hire additional qualified faculty in accounting and finance.
Students	Increase student enrollment to six hundred business majors.

In the Fall of 1985, the Dean became Acting Vice Chancellor for Academic Affairs and announced that he would retire as of June 30, 1986. While some progress toward objectives continued to be made, the lack of continuing leadership was a problem. A national search for a dean, for a finance professor, and for accounting faculty was initiated.

In August 1986, a new dean, Jerome V. Bennett, was hired with the specific charge to develop and implement a plan to take the School to AACSB accreditation. Measures of accomplishment on the 1984 objectives were assessed prior to the development of a new and more comprehensive Strategic Plan, as follows:

Marketing	A concentration in marketing was approved by Commission on Higher Education and was added to the catalog.
-----------	---

Faculty	A doctorally qualified finance professor was hired; the dean was doctorally qualified in accounting.
Enrollment	The number of business majors had reached 575.

Mission of the School of Business

The primary mission of the School of Business at the University of South Carolina at Spartanburg was revised and restated to include the following: To graduate persons who are capable of success in a variety of business and business-related endeavors. Graduates are expected to have the ability to communicate effectively based on a strong liberal-arts background. Graduates are expected not only to be competent in their chosen field but also to possess a comprehensive knowledge of all aspects of the core business curriculum. Graduates are expected to demonstrate a strong sense of personal and business ethics, a sensitivity to local, national and world problems, a potential to lead as well as follow. Graduates also are expected to understand the need for a commitment to continued career development and lifelong skill and knowledge enhancement. Graduates are expected to understand the impact of technology on the business community. The School of Business perceives it has a role to provide academic leadership in areas pertaining to business, to the populace, and to governments. This leadership is based primarily on undergraduate degree programs, but also on applied research, management education programs, consulting services, and other appropriate activities.

Our role is primarily that of a teaching institution the supporting scholarly activity and service roles. Within that context, we view scholarly activity broadly, as described under Standard III A 2 and as defined in Promotion and Tenure regulations, quoted in Standard III A 2.

The commitment to quality programs is demonstrated by an emphasis on excellence in teaching and a concern for student performance. The School is committed to a policy of assessment of results and of continual upgrading of expectations for both students and faculty.

Comprehensive Strategic Plan. In the year 1986-87, a new and comprehensive Strategic Plan was developed. The goal remained as before: Become of AACSB accreditable quality and gain accreditation.

AACSB PREPARATION TIMETABLE

- 1981 Initial USCS faculty and administration decision to seek accreditation.
- 1983 State Commission for Higher Education mandates that all state-supported business schools seek to meet the accreditation standards of AACSB.
- 1984 Internal Self-Study written for self-assessment.
- 1986 Commitment of Chancellor and faculty re-affirmed. Dean Jerome Bennett hired with the charge to lead the School to a successful effort.
- 1988 Consultant visit: Richard Neel, Dean, College of Business, UNC-Charlotte.
- 1989 Consultant visit: Bill Word, Dean, College of Business, University of Montevallo.
- 1989 Self Study Report, Draft 2, submitted and withdrawn.
- 1990 Consultant visit: Bill Word, Dean College of Business, University of Montevallo.
- 1991 Self-Study submitted.

- 1992 Visitation chaired by Allan Spritzer, Dean, College of Business, East Tennessee State University. Application withdrawn.
- 1992 Consulted with: Howard Rudd, Dean, School of Business, College of Charleston.
- 1992 Consultant visit: Richard Wines, AACSB Associate Director for Business Administration Accreditation.
- 1993 Consulted with: Richard Wines, Draft of Self-Study to reviewers. Submission of Self-Study, May, 1993.

In this comprehensive Strategic Plan are defined a set of overarching objectives as well as a set of relatively short range performance objectives.

Overarching objectives supported by strategies and measures were as follows:

Objective 1: Continue to modify the core curriculum to meet AACSB Common Body requirements.

Strategy: Solicit advice from AACSB and accredited schools with regard to production, MIS and organizational behavior courses.

Measure: Contacts with AACSB and with deans of accredited schools.

Strategy: Modify the curriculum in response to advice received.

Measure: Courses modified or added.

Objective 2: Improve the library collection and its use.

Strategy: Add volumes using the Baker Core as a reference.

Measure: Percent of Baker Core held by USCS.

Strategy: Add journals using the BPI as a reference.

Measure: Percent of the BPI list held by USCS.

<u>Strategy:</u>	Require of students greater use of the library.
<u>Measure:</u>	Number of courses requiring library research.
<u>Strategy:</u>	Have librarians conduct training for classes in how to use the library.
<u>Objective 3:</u>	Add doctorally qualified faculty, for a minimum of two in each concentration and one in each non-concentration field.
<u>Objective 4:</u>	Increase the emphasis on global business issues, on ethics in business and on computer/MIS integration.
<u>Strategy:</u>	Integrate global business issues in all appropriate core courses.
<u>Measure:</u>	Evidence of integration in course syllabi.
<u>Strategy:</u>	Increase computer availability to one PC for every thirty business majors, in a School computer lab.
<u>Measure:</u>	Installation of thirty computers.
<u>Strategy:</u>	Assure that all business majors are required to use computer application software in appropriate core and concentration courses.
<u>Measure:</u>	Evidence of computer use in course syllabi.
<u>Objective 5:</u>	Increase the minority representation in the faculty and the business student body.
<u>Strategy:</u>	In each faculty search, affirmatively seek African American faculty.
<u>Measure:</u>	Number of African-American faculty hired.
<u>Strategy:</u>	In each freshman class recruit African-American students to become business majors.
<u>Measure:</u>	Percentage of African-American business majors in School.
<u>Objective 6:</u>	Reassess the effectiveness of resource utilization in the evening program.
<u>Strategy:</u>	Determine the level of demand for the five concentrations being offered in the evening

program and reallocate resources as appropriate.

Measure: Number of concentrations dropped from evening programs and number of courses added to day time programs.

Objective 7: Establish a faculty development plan.

Strategy: Develop a program to enhance the teaching effectiveness and scholarly productivity of faculty.

Measure: Number and distribution of faculty participating in program. Number and distribution of faculty engaged in scholarly activity. Funds available for faculty development.

Strategy: Have selected faculty attend international business courses.

Measure: Number and distribution of faculty attending courses.

Objective 8: Increase the scholarly productivity of faculty.

Strategy: Encourage faculty to make presentations at professional meetings which publish proceedings by providing 100% funding support.

Measure: Number of faculty with published proceedings.

Strategy: Provide release time for faculty scholarly activity.

Measure: Reassigned time assignments made.

Performance objectives supported by strategies and measures are as follows:

Teaching Upon completion of the Bachelor of Science in Business Administration degree program students are expected to:

Objective 1 Possess entry level competencies in their chosen concentrations.

Strategies:
a. All students will complete all courses identified as the core courses; 300 level and higher

courses must be completed with a grade of C or better for graduation credit.

- b. All students will complete courses identified as concentration courses within their chosen area; 300 level and higher courses must be completed with a grade of C or better for graduation credit.
- c. An exit exam will be given to all business students. This exit examination will be included as part of the Senior Seminar and will be included in calculating the grade for this course. The exam will cover all parts of the core curriculum.

Objective 2

Communicate effectively.

Strategies:

- a. Oral and/or written reports will be required in at least 75% of 300 level core courses.
- b. Oral and written reports will be required in all 400 level core courses.
- c. Oral or written reports will be required in at least 50% of the 300 level or above required concentration courses, in all concentrations.

Objective 3

Show a sense of personal and business ethics.

Strategies:

- a. All students will study ethics as a part of two core courses: Legal Environment of Business and Senior Seminar.
- b. Students in the management concentration will be encouraged to take Ethical Aspects of Business as an elective.
- c. Any student found in violation of the rules and regulations of the university will be taken to honor court.

Objective 4

Integrate knowledge of all core aspects of the business curriculum.

Strategies:

- a. All students must pass Business Policy with a C or better.

- b. All students will sit for an exit examination as described in Goal 1 (c.)

Objective 5

Show a commitment to continued career development and lifelong skill and knowledge enhancement.

Strategies:

- a. Students will be encouraged to participate in student academic and professional organizations.
- b. Opportunities for continuing education and graduate school will be discussed with all students in the Senior Seminar.
- c. Letters of recommendation written by the Dean or faculty members for students applying for graduate programs will be included in the student's file.
- d. Students will be encouraged to participate in local professional and trade organizations.

Objective 6

Prepare and conduct learning experiences in which they lead as well as follow.

Strategies:

- a. At least one 400 level course (core or concentration) required for each student will include an activity as defined by this goal. A description of the learning experience will be included with the course syllabi and will serve as part of the course evaluation for each student.

Objective 7

Identify local, national, and world problems which relate to the business community.

Strategies:

- a. Readings and discussions in the Senior Seminar and other courses at the 300 or 400 level will be used to expose the student to local, national and world problems.
- b. Every student will be required to take at least one international course.

- c. All students will be encouraged to take courses with a general international dimension (languages especially).

Objective 8 Understand the impact of technology on the business community.

Strategies:

- a. Students completing 300 or 400 level courses which require written reports will be encouraged to prepare the reports on a word processor.
- b. All students will be exposed to software packages in SCSC 137 and SBAD 290.
- c. Students enrolled in appropriate courses will complete computer assignments utilizing appropriate software.

In support of Objectives 1-8, faculty will:

Objective 9 Provide a high-quality learning experience.

Strategies:

- a. Provide a curriculum which is appropriate to a dynamic business environment and suitable to students' educational and career needs.
- b. Implement the curriculum by means of a highly qualified faculty.
- c. Provide means of assessment of instructional performance, including effective student counseling and advising.

Scholarly Activity

Objective 1 Establish an appropriate record of scholarly activity.

Strategies:

- a. Require scholarly activity, as defined in the Faculty Manual.
- b. Provide the organization, facilities, and staff to assist faculty in scholarly activity.

Service

Objective 1 Provide services to the greater community.

Strategies:

- a. Provide assistance to the university, the business community, and the public at large.
- b. Encourage active participation in professional organizations.
- d. Give evidence generated in the self-study year which indicates the progress your business unit is making in each of those areas for which objectives are stated in "c" above. (Provide in the same priority order as stated in "c" above.) This discussion should include evidence of the overall high quality of your programs in business administration and management.

The response in this section will address both the overarching objectives and the performance objectives of the preceding section "c" above.

Overarching Objectives

Objective 1: Continue to modify the core curriculum to meet AACSB Common Body requirements.

Measures:

- a. CBK requirements were discussed with AACSB staff at annual accreditation workshops in 1986, 1987, and 1988. Rich Wines consulted with us in 1992 and 1993.
- b. Unofficial consultant - deans met with us on this (and other subjects). Deans consulted were Richard Neel in 1988, Bill Word in 1989 and 1990, and Howard Rudd in 1990 and 1991. A visitation team chaired by Allan Spritzer gave valuable advice in 1992.
- c. Core courses were modified as later discussed in I. 3d under Performance Objectives.

Objective 2: Improve the library collection and its use.

Measures:

- a. The collection has been significantly enhanced as reported in Section V.
- b. Student use has been increased as reported under Performance Objectives.

Objective 3: Add doctorally qualified faculty, for a minimum of two in each concentration and one in each non-concentration field.

Measures:

- a. This has been accomplished as reported in Section III.

Objective 4: Increase the emphasis on global business issues, on ethics in business, and on computer (MIS integration.)

Measures:

- a. Global issues have been integrated in core courses as reported in Section IV and in syllabi.
- b. A PC lab with thirty-two 80286 computers has been installed.
- c. Computer integration in courses is as described in Section IV.

Objective 5: Increase the minority representation in the faculty and the business student body.

Measures:

- a. In spite of our best efforts, we have been unable to hire and retain African American faculty, as reported in Section I 3b.
- b. The percentage of African American business students has remained at around 5%.
- c. We have been unable to retain African American faculty.

Objective 6: Reassess the effectiveness of resource utilization in the evening program.

Measures:

- a. The marketing and economics/finance concentrations have been dropped from the evening program.
- b. A manufacturing management track has been implemented in the evening program, to better serve full-time employees of the large manufacturer community.
- c. A management accounting tract has been added to the evening program, to better serve

the interests of the many students who aspire to corporate accounting careers.

- d. Typically we now offer five fewer evening courses per semester, with five more day courses scheduled.

Objective 7: Establish a faculty development plan.

Measures:

- a. Private funds are now available to support faculty travel for presentation or publication. State travel funds are dedicated for those engaged in scholarly activity.
- b. A significant increase since 1986 in the number and distribution of faculty engaged in scholarly activity has occurred.
- c. Using funds from the International Business Studies grant, six faculty attended international business courses taught by the USC Columbia MIBS faculty under their CIBER program.

Objective 8: Increase the scholarly productivity of faculty.

Measures:

- a. Twelve faculty have written articles or made presentations in recent years. Of the remaining six faculty, two have submitted articles in recent months and one person is a one-year non-PhD appointment.
- b. Reassigned time has been regularly made since 1990 for scholarly activity. Four such assignments were made in 1990-91, two in 1991-92, and four in 1992-93.

Performance Objectives

Teaching

Objective 1: Possess entry level competencies in their chosen concentrations.

Measures:

- a. Beginning with Fall 1991 entering students, 300 level and higher core courses must be completed with a C or better for graduation credit.

- b. Beginning with Fall 1991 entering students, 300 level and higher concentration courses must be completed with a C or better for graduation credit.
- c. The ETS Business Exam is given to all business students and is a part of the Senior Seminar grade for this course.

Objective 2: Communicate effectively.

Measures:

- a. Oral and/or written reports are being completed in four of the five (80%) 300 level core courses. The courses are SBAD 347, 350, 371 and 372.
- b. Oral and written reports are required both in SBAD 478 and in SBAD 479. These are the two core courses above the 300 level.
- c. By concentration, oral or written reports are expected in the following courses:

ACCOUNTING (3 of 7 required courses, 43%)
SBAD 331, 333, 435. Students make oral presentations of homework problems in class. SBAD 435. Students complete two library research projects. Students complete a 5 - 10 page research paper with a minimum of three references.

ECONOMICS/FINANCE (4 of 5 required courses, 80%.) SECO 301, 321, 322, 503. Essay examination questions are included in these courses. SECO 301. An oral class presentation is included in this course. SECO 301, 503. Library research is required in these courses.

MARKETING (5 of 5 required courses, 100%)
SBAD 351, 452, 457. Essay examination questions are required in these courses. SBAD 352. Oral presentations are required in this course. SBAD 352, 458. Written assignments based upon library research are required in these courses.

MANAGEMENT (3 of 5 required courses, 60%)
SBAD 374. This course requires a case study to be analyzed and a written report. A research paper is also required with 5 journal references and two book references. SBAD

475. A 10 - 12 page research paper is required with at least 10 references. A 10 - 15 minute oral presentation of the paper is required. SBAD 477. Essay examination questions and a library research project are required.

Objective 3: Show a sense of personal and business ethics.

Measures:

- a. All students study ethics in SBAD 347 and SBAD 479.
- b. Students in the management concentration are encouraged to take SBAD 473 as an elective.
- c. Any student found in violation of the rules and regulations of the university is taken to honor court.

Objective 4: Integrate knowledge of all core aspects of the business curriculum.

Measures:

- a. All students entering Fall 1991 or after must pass SBAD 478 with a C or better before graduating.
- b. All students sit for an exit examination.

Objective 5: Show a commitment to continued career development and life-long skill and knowledge enhancement.

Measures:

- a. The School of Business has four active student organizations: the University Business Society, and the Accounting Club, the Marketing Club, and a Rotoract Chapter.

The University Business Society, formerly the Administrative Management Society, was founded in 1976. It is one of three student organizations on campus that sponsors an annual scholarship. The seed money for the scholarship was earned by club members through various fund raising projects. For the past three years the University Business Society has sponsored trips to either Washington, DC or New York City. Students have had the opportunity to tour the White House, the Congress, a branch of the Federal

Reserve Bank, Wall Street, etc. Ten to fifteen students and two faculty members have taken the trip each year.

The Accounting Club sponsors a number of speakers on campus, such as, "Alumni at the Big Six" by USCS alumni representing KPMG Peat Marwick and Ernst and Young. The club also has a Christmas Party which includes students, accounting faculty and representatives from local accounting firms.

For each of the past six years, a USCS student has been the President of the local Student Chapter of IMA, which includes Wofford College, Converse College and USCS. A USCS graduate is the local liaison between the IMA and the Student Chapter.

In 1992, two additional student organizations were formed for business students: A Marketing Club for students in the Marketing concentration in particular and a Rotoract chapter, open to all interested business students.

Business students are also active in other student organizations on campus. For example, a rising senior in marketing was President of the Piedmont Society during the 1990-91 academic year. The two, Senior Class Senators for the 1991-92 academic year are also business majors. On Awards Day 1990, eleven of the nineteen Junior marshals named were business students; being a junior marshal is evidence of academic and leadership achievement. Five business students were also named to Who's Who Among Students in American Colleges and Universities. One of these students was also featured in the news during the 1990-91 academic year for her work in the Habitat for Humanity project. A business student received the Freshman/Sophomore Leadership Award for Omicron Delta Kappa, a national leadership honor society.

- b. Opportunities for continuing education and graduate school are discussed with all students in the Dean's Seminar.
- c. Letters of recommendation for students applying for graduate programs written by the

Dean or faculty members are included in the students file.

- d. Students are encouraged to participate in local professional and trade organizations.

In addition to participation in IMA, students also attend local meetings of the Spartanburg Association of Personnel Administrators with Dr. Barbara Hastings. For three of the last four years, a business student has been awarded a competitive scholarship from this organization. The award of the scholarship is made at the State Personnel Directors Conference held in Myrtle Beach, SC.

Objective 6: Prepare and conduct learning experiences in which they lead as well as follow.

Measures:

- a. SBAD 477. Management students are involved in numerous team activities. SBAD 457. Marketing Students work as teams on projects and class presentations. Economics/Finance and Accounting are developing plans for this objective.

Objective 7: Identify local, national, and world problems which relate to the business community.

Measures:

- a. Readings and discussions in the Senior Seminar specifically, and other courses at the 300 and 400 level are used to expose the student to local, national and world problems.
- b. Beginning with the Fall 1991 entering class, every student is required to take at least one international course.
- c. Beginning with the Fall 1991 entering class, all students are encouraged to take general education courses which possess an international dimension (languages especially).

Objective 8: Understand the impact of technology on the business community.

Measures:

- a. Students completing 300 or 400 level courses which require written reports prepare the reports on a word processor.
- b. All students are exposed to software packages in SCSC 137 and SBAD 290.
- c. Progress toward the goal of software utilization is fully discussed in Section VI.

Objective 9:

Provide a high-quality learning experience.

Measures:

- a. Over the past four years at regular faculty meetings, the faculty voted to reduce the number of courses offered in accounting, economics/finance, management, and marketing. The following courses were deleted from the curriculum:

SECO 224. Essentials of Economics
 SBAD 231. Business Applications Programming
 SBAD 380. Essentials of Marketing
 SBAD 382. Essentials of Management
 SBAD 393. Management Decision Methods
 SBAD 463. Advanced Business Finance
 SBAD 469. Investment Analysis and Portfolio Management
 SBAD 492. Complex Managerial Decisions
 SBAD 589. Electronic Data Processing Audit and Controls
 SBAD 592. Business Expert Systems
 SBAD 593. Information Center Functions

At the same faculty meetings, the faculty voted to add the following courses to the curriculum.

SBAD 364. Financial Institutions and Markets
 SBAD 365. Principles of Investments
 SBAD 372. Management of Production Operations
 SBAD 471. Entrepreneurship
 SBAD 473. The Ethical Aspects of Corporate Policy
 SBAD 474. Advanced Management Decisions
 SBAD 476. Statistical Process Control

- (a) The Information Management concentration was discontinued, by vote of the faculty.

- (a) The number of required courses in each concentration was increased to five from four; the number of optional courses was reduced from three to two.
- (a) Low demand led to discontinuing evening offerings in the Economics/Finance and Marketing concentrations.
- (a) Accounting faculty have regularly met to modify the Accounting program.
 - (1) Accounting tutoring has been moved from the Freshman Center to a location near accounting faculty in the Media Building. The Accounting Learning Center is open with a student tutor at hours which correspond with faculty office hours for faculty support. The School's Student Services Program Coordinator has management responsibility for the Center.
 - (2) Agreement has been reached on learning objectives for Principles of Financial Accounting, with lecture and exams consistently to be related to such objectives.
- (a) Enormous strides in microcomputer availability and use have been made. A lab now houses 32 IBM-PC compatible computers dedicated to the use of School of Business students. To work toward full integration of the computers into courses, all faculty now have computers in their offices. The purchase of additional computer hardware and software enabled more faculty members to make student assignments requiring computer utilization. Seventy-five percent of the faculty require computer applications in at least one of their courses.
- (a) Special funds have augmented our library budget. A splendid job by Tom Oglesbee, our School library liaison, and Julian Green, Dean of Libraries, in the audit of our existing materials vis-a-vis the Baker Core and the Business Publications Index have resulted in applying funds to weak areas in our holdings. This has allowed us to provide better coverage of our disciplines, thereby encouraging faculty to require greater use of the library by students.

- (a) Guest speakers from industry are widely used. Various professional associations, such as the Western South Carolina International Trade Association, and the NAA have sponsored students at their various functions. The School has sponsored luncheons for students when Executives-in-Residence have been on campus. Executives-in-Residence have included Hugh Chapman, President C & S National Banks, Atlanta; Fred Dent, former Secretary of Commerce and CEO, Mayfair Mills; Dennis Hayes, inventor of the Hayes modem and founder, Hayes Microcomputer products; and Shusako Hirano, Executive Director, Japanese External Trade Organization, Atlanta. Since April 1992, the School has had a full-time executive-in-residence, Mr. John Nienhuis, a Quality Auditor with MEMC Electronic Materials, Inc. His activities are discussed in Section IV.

- (a) The importance of ethical considerations relative to business decision-making is an increasing component of our curriculum. It is addressed in the core course "The Legal Environment of Business" as well as in chapters, lectures, cases, and discussions in other core and elective courses. A new elective, "The Ethical Aspects of Corporate Policy," is a course which is highly recommended by our advisors with a large number of students selecting it as one of their electives. One third of the "Senior Seminar" is devoted to ethical considerations.

- (a) Other teaching activities which relate to the schools' mission statement include:
 - (1) Oral and/or written reports are being completed in four of the five (80%) 300 level CBK courses. The courses are SBAD 347, 350, 371, and 372.
 - (2) Oral and written reports are required in both SBAD 478 and in SBAD 479 which are the only two CBK courses above 300 level.

- (b) Our faculty recruitment efforts have been very successful. We have extended our recruiting horizons through our willingness to recruit nationally and to pay competitive salaries for

Schools of our size. Since 1985-86, we have hired six doctorally qualified faculty, replacing masters qualified faculty. These are Jerome Bennett (Accounting), Stephen Berry (Management), Lilly Lancaster (Management) David Mullis (Finance), Tom Oglesbee (Accounting), and Diana Clary (Accounting) (effective Fall 1993). In addition, we added one full-time Distinguished Lecturer, Robert Pauley, former President of ABC Radio.

- (b) Four faculty attended the master Teacher Workshop at Georgia State University. They have conducted in-house brown-bag workshops for School of Business faculty.
- (c) An enhanced advising system has been instituted. This has been successful in improving the interaction with and subsequent advising of students by faculty. The "Advising Record" and the "Audit Checklists" forms also have allowed us better to monitor prerequisites and student progress. (Appendix II).
- (c) Students having academic difficulties receive help through numerous on-campus services including the Learning Skills Lab, the Counseling Center, the Accounting Learning Center, their faculty advisor, or the Dean.
- (c) Information about our comprehensive assessment program is given in Section VII.

Scholarly Activity

Objective 1: Establish an appropriate record of scholarly activity.

Measures:

- (a) Scholarly activity is encouraged, required and assisted in many ways with significant result. The table in Section III gives the details supporting the following summary:

Total Activity

<u>Number of faculty with</u>	<u>Published & Presented</u>	<u>Including Recent Submissions</u>
5 or more	8	10
3 - 4	4	2
1 - 2	0	2
0	6	4

<u>Percent of Faculty with</u>		
5 or more	44%	56%
3 - 4	22%	11%
1 - 2	0	11%
0	33%	22%

- (b) Five faculty members received a one course release for scholarly activity in 1990-91, two in 1991-92, and four in 1992-93.
- (b) Faculty were funded to make presentations at professional meetings in 1988-89, 1989-90, 1990-91, in 1991-92, and in 1992-93.
- (c) Eighteen articles were submitted for publication or for presentation in 1992-93.

Service

Objective 1: Provide services to the greater community.

Measures:

- (a) Eleven faculty members (65%) have participated in community service activities during 1991-93.

FacultyOrganization

Jerome Bennett	1.	Member and chairman Program Committee, Spartanburg Rotary Club, 1992-93.
	2.	Chairman Rotaract Committee, 1991-92, program chairman 1992-93, science fair chairman 1991-92.
	3.	Member Board of Trustees 1989-91, and Chairman Long Range Planning Committee 1990-91, Spartanburg Day School.
	4.	Member Greenville Chamber of Commerce.

- | | | |
|--------------------|----|--|
| | 5. | Member Heart Surgery Support Group, Spartanburg Regional Medical Center. |
| Lilly M. Lancaster | 1. | Business School chairman, United Way Fund Drive, Fall, 1992. |
| | 2. | Participant in Spartanburg Civic Ballet production of "The Nutcracker", 1991,1992. |
| Thomas Oglesbee | 1. | University-wide chairman, United Way Fund Drive, Fall 1989, Fall 1990. |
| | 2. | Treasurer of Piedmont Sertoma Club, 1992-93. |
| Elbert Menees | 1. | Advisory Board Member - "Computer Education Services," R. D. Anderson Vocational School, 1986 - Present. |
| | 2. | Provide software consulting and system design services to ETV Endowment of SC, Spartanburg Animal Shelter, Spartanburg Rape Council, and Spartanburg Medical Center, 1987 - Present. |
| | 3. | Judge, Computer applications for Business, Future Business Leaders of America District 1, Competitive Events, Woodruff High School, February, 1991. |
| | 4. | Board member, Hillbrook Neighborhood Association, 1987 - 1989. |
| Don Yates | 1. | Treasurer, National Association for Plastic Container Recovery. |
| | 2. | Treasurer, South Carolina Recycling Association. |
| | 3. | Chairman of Deacons at Local Church. |
| | 4. | Assisted in Development of Program for Curbside Collection of Recyclable Materials in City of Spartanburg. |
| Duncan Bailey | 1. | Spartanburg Rotary Club, Member, Board Member, District Director of Group Study Exchange. |

- | | | |
|------------------|----|--|
| | 2. | New Day Clubhouse, Chairman of Fund Raising Drive, Board member, Chairman-Elect of Board. |
| | 3. | Many speeches delivered to South Carolina service clubs. |
| Michael Jilling | 1. | Investment Committee, Member, The Piedmont Area Girl Scout Council, At least quarterly meetings to review the council's investment portfolio, and make investment recommendations. |
| | 2. | Speaker "Crest Breaker," Men's Club. Monthly meeting. Piedmont Club of Spartanburg, SC, January 10, 1991. |
| | 3. | Speaker. Western South Carolina International Trade Association (WSCITA) monthly meeting, January 9, 1991, Greenville, South Carolina. |
| | 4. | Fabric, Fiber, Apparel Coalition for Trade (FFACT) Phone Blitz. August 22, 23, 1990. Washington, D.C. |
| James Reese | 1. | Speaker West Spartanburg Rotary Club, February 6, 1991. Topic: "Public Utility Abuse in Spartanburg." |
| Barbara Hastings | 1. | Member, Franchise Council of South Carolina, 1988 - Present. |
| | 2. | Member, Womanfest Committee, 1988 - Present. |
| | 3. | Member, Spartanburg Area Chamber of Commerce Small Business Round Table - EXPO committee, 1988 - Present. |
| | 4. | Campaign Worker, Bettie Carroll for Public Works Commissioner, October/November, 1989. |
| | 5. | Committee Member, Carolina Choice Committee, 1989 - 91. |
| | 6. | Tutor for Adult Writing And Reading Education (AWARE) 1989 - Present. |

- | | | |
|----------------|-----|---|
| | 7. | Spartanburg County Consensus Committee, subcommittee on Literacy, 1990. |
| Thomas Gunter | 1. | Image study for Spartanburg Chamber of Commerce, January - May, 1990. |
| | 2. | <u>Smart Start</u> program for minorities - 3 hour presentation, April 21, 1990. |
| | 3. | "Improving your Sales Effectiveness," EXPO 1990, Spartanburg Area Chamber of Commerce, May 9, 1990. |
| | 4. | Speaker for DAR (Spartanburg Chapter), April, 1992. |
| Faruk Tanyel | 1. | Member, Planning and Economic Development Committee, Appalachian Council of Governments. (Fall 1987 to Present). |
| | 2. | Member, Business Education Department Advisory Council for Dorman High School and R. D. Anderson Vocational Center. (Fall 1986 to Present). |
| | (b) | Seventeen faculty members (94%) have participated in professional organizations |
| <u>Name</u> | | |
| Jerome Bennett | 1. | Attended: "The Milliken Total Quality and Customer Response Process Pursuit of Excellence Seminar," Milliken Research Center, Spartanburg, South Carolina, January 7, 1991. |
| | 2. | Attended National Association of Accountants Annual meeting and technical sessions, June, 1990. |
| | 3. | Attended: Society of International Business Fellows/Georgia Institute of Technology, Atlanta, Georgia, March 13 - 15, 1991. |
| Meyer Drucker | 1. | Attended Ernst & Young presentation of Foreign Taxation, March, 1991. |

- | | |
|---------------|--|
| | <ol style="list-style-type: none"> 2. Attended CHE's presentation on Minority Access & Equity program, Columbia, SC, February 14, 1991. 3. Attended: "The Milliken Total Quality and Customer Response Process Pursuit of Excellence Seminar," Milliken Research Center, Spartanburg, South Carolina, January 7, 1991. 4. Attended CHE's presentation on Minority Access & Equity Program, Columbia, SC, February 8 - 9, 1990. 5. Attended Ernst & Young three day presentation on Partnerships, March, 1990. 6. Attended North Carolina Accounting Education Colloquium, UNC-Charlotte, March 23 - 24, 1990. |
| Tom Oglesbee | <ol style="list-style-type: none"> 1. Attended: "The Milliken Total Quality and Customer Response Process Pursuit of Excellence Seminar," Milliken Research Center, Spartanburg, South Carolina, January 7, 1991. |
| Stuart Shough | <ol style="list-style-type: none"> 1. Attended: "The Milliken Total Quality and Customer Response Process Pursuit of Excellence Seminar," Milliken Research Center, Spartanburg, South Carolina, January 7, 1991. |
| Elbert Menees | <ol style="list-style-type: none"> 1. Attended: "The Milliken Total Quality and Customer Response Process Pursuit of Excellence Seminar," Milliken Research Center, Spartanburg, South Carolina, January 7, 1991. |
| Don Yates | <ol style="list-style-type: none"> 1. Attended: "The Milliken Total Quality and Customer Response Process Pursuit of Excellence Seminar," Milliken Research Center, Spartanburg, |

- South Carolina, January 7, 1991.
2. Attended: National Association of Accountants professional development seminars in 1989, 1991.
 3. Attended: National Association of Accountants annual national conference, 1988-1990.
- Michael Jilling
1. Attended: "The Milliken Total Quality and Customer Response Process Pursuit of Excellence Seminar," Milliken Research Center, Spartanburg, South Carolina, January 7, 1991.
 2. Seminar for Educators. Arranged by W. Edwards Deming. July 27, 1990. Costa Mesa, California.
 3. Quality, Productivity and Competitive Position. Conducted by W. Edwards Deming, four-day seminar, Cincinnati, Ohio, April 17 - 20, 1990.
- David Mullis
1. Faculty Development in International Business Program, "International Financial Management," USC-Columbia, June, 1990.
 2. Appraisal session.
- Sarah Rook
1. Attended: "The Milliken Total Quality and Customer Response Process Pursuit of Excellence Seminar," Milliken Research Center, Spartanburg, South Carolina, January 7, 1991.
- Stephen Berry
1. Attended: "The Milliken Total Quality and Customer Response Process Pursuit of Excellence Seminar," Milliken Research Center, Spartanburg, South Carolina, January 7, 1991.
 2. Faculty Development in International Business

Programs, USC-Columbia,
June, 1992.

Barbara Hastings

1. Attended: Society of International Business Fellows/Georgia Institute of Technology, Atlanta, Georgia, March 13 - 15, 1991.
2. Attended: "The Milliken Total Quality and Customer Response Process Pursuit of Excellence Seminar," Milliken Research Center, Spartanburg, South Carolina, January 7, 1991.
3. National Economic Education Institution on Capstone, Tampa, Florida, January 3-6, 1991.
4. National Symposium on Academia and Total Quality Management, West Virginia University, Morgantown, West Virginia, July 18 - 20, 1990.
5. Effective Master Teacher Participation in the Georgia State University, College of Business Administration and Bell South Southeast Master Teacher Program, June 11 - 19, 1990.
6. South Carolina Council on Economic Education, Myrtle Beach, SC, February 8 - 11, 1990.
7. NULEA Business Industry, and Labor Management, Fort Lauderdale, Florida, January 31 - February 2, 1990.
8. Member of South Carolina Development Network. Meetings are held quarterly across the state.
9. Attended State Chamber of Commerce Human Resources Conference, Columbia, South Carolina, November, 1988 and January, 1990.

Lilly Lancaster

1. Attended: "The Milliken Total Quality and Customer Response Process Pursuit of Excellence Seminar," Milliken

Research Center, Spartanburg, South Carolina, January 7, 1991.

2. Attended: "Educational Strategies for the Global Environment: A Partnership with Business," sponsored by Society of International Business Fellows and Georgia State University College of Business Administration, February 14 - 16, 1990.
3. Attended APICS JIT workshop, July, 1992.
4. Effective Master Teacher Participation in the Georgia State University; College of Business Administration and Bell South Southeast Master Teacher Program, December, 1991.

Thomas Gunter

1. Attended: "International the Marketing Curriculum," University of South Carolina-Columbia, June 15 - 29, 1991 under the School of Business U.S. Department of Education Grant.
2. Attended: 1991 Master Teacher Workshop, USCS, April 13, 1991.
3. Attended: "The Milliken Total Quality and Customer Response Process Pursuit of Excellence Seminar," Milliken Research Center, Spartanburg, South Carolina, January 7, 1991.

- (b) Four faculty members are pursuing or have recently received professional credentials or higher degrees.

<u>Name</u>	<u>Professional Credentials or Higher Degrees</u>
David Mullis	Received the designation M.A.I. (Member, Appraisers Institute) of the American Institute of Real Estate Appraisers (A.I.R.E.A.).
Stuart Shough	Received CPA certificate.

Joseph Brooks
(on leave of
absence)

Pursuing course work for
doctoral credentials in
Management Information Systems.

Lilly M. Lancaster

Pursuing APICS, CPIM designation.

- e. Describe any anticipated changes in your institutional environment which may have direct impact on your business unit's mission and/or objectives for the next five years.

No dramatic changes in the institutional environment are anticipated in the next five years. An orderly enrollment growth rate of about 2-3% per year is anticipated. Much of this growth will be in students transferring from two-year institutions and through improved retention; we expect enrollment in the School to remain at about 20% of USCS enrollment. An offsetting factor is the recently-authorized college parallel associate degree programs of the technical schools, likely to reduce our freshman and sophomore enrollment.

Campus facilities are being developed on the basis of a new master land use plan. In 1989, the campus was increased from 150 acres to 300 acres. In this master plan construction is now projected to begin on a Campus Life Center in 1993-94. A School of Business building is next on the Master Plan.

While the School of Education anticipates a graduate program by 1992-93, no graduate programs in business are anticipated.

The State of South Carolina has adopted a 150-hour requirement to sit for the CPA exam, to be effective in 1997.

A year ago, the President of the USC System initiated a discussion of the merits and demerits of breaking up the system. The consensus conclusion was that the system should remain intact, except for Coastal Carolina which had earlier initiated secession efforts.

To provide better service to Greenville County students, we have recently begun to offer a few courses each semester in a Greenville city location. We do not expect these offerings to become large in number.

- f. Provide an overall evaluation of the strengths and weaknesses of the business unit.

Strengths

The primary strengths of our program are excellent teaching and close relationships between faculty and students. The small class size facilitates close relationships. Our classes, including Principles of Accounting, average about 28 students.

The School of Business believes it offers a high quality program for our students and the populace of the Upstate of South Carolina. We have a highly qualified faculty devoted to quality instruction, with 15 of our 18 full-time faculty having a Ph.D. or equivalent terminal degree; four of our five accounting faculty have either the CPA or CMA certification.

In our continuing effort to improve the quality of our program; we have introduced many innovative changes into the curriculum. An international dimension has been added to several of core courses in order to provide students with a global perspective of business activities. Also, we concentrate on developing students' decision making abilities through our small enrollment size, upper-level concentration courses, which allow for personal interaction and individualized instruction; the enrollment in concentration classes averages about 20 students.

Microcomputer facilities include a School Computer Lab which contains 32 IBM 80286 computers, each with 20 MB hard disks and color monitors.

Institutional support for professional development is increasing. Course reassigned time awards are provided to faculty to aid in such efforts. Both the business and the non-profit sectors of the community draw upon the consulting expertise of the faculty. These efforts provide material for paper presentations, manuscripts for potential publication, and case development while enhancing firms' operations.

The Executive Advisory Council is an important asset to the School. This outstanding group of business leaders has three business meetings a year. Agenda items for these meetings include their suggestions regarding curriculum, fund raising, student placement, and international issues. Board members also serve as guest lecturers for the faculty. The board members are as follows:

Mrs. Ruth Ackerman, President
Travel Host Publications

Mr. William Barnet, President
Barnet Southern, Spartanburg, SC

Mr. Harald Behrend, Vice President
Stäubli, Inc., Spartanburg, SC

Mr. Henry Burwell, Attorney at Law
McNair Law Firm, Greenville, SC

Mr. Bruce Carlson, Vice President
Medical Personnel Pool, Greenville, SC

Mr. Fred Dent, Chairman
Mayfair Mills, Spartanburg, SC

Mr. T. W. Edwards, Consultant
Spartanburg, SC

Mr. Paul Foerster, President (retired)
Hoechst Fibers USA

Mr. Carl Harper, CPA, Partner
Ernst & Young, Greenville, SC

Mr. H. Jack McCall, Jr., Vice President
Barnert Southern, Spartanburg, SC

Mr. Marion McMillan, Managing Broker
Smith, Bamey, Harris, Upham & Co.
Spartanburg, SC

Mr. Walter Montgomery, President
Spartan Mills, Spartanburg, SC

Mr. John Rampey, Vice President
Milliken & Company, Spartanburg, SC

Dr. Thomas L. Roberts, III, Surgeon
Carolina Plastic Surgery, Spartanburg, SC

Mr. Raymond Schroeder, President
Medical Personnel Pool, Greenville, SC

Mr. Donald Turner,
Vice President for Human Resource
T W Systems, Inc., Spartanburg, SC

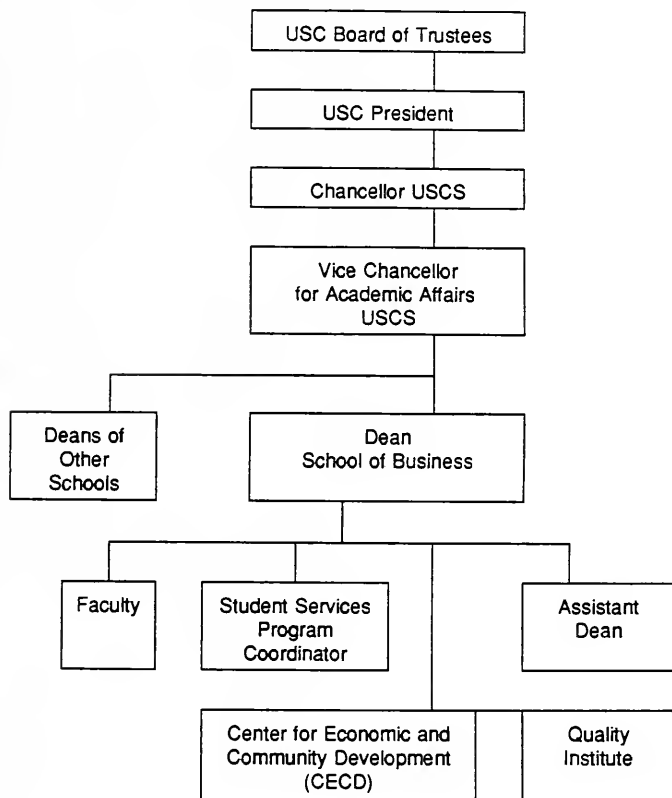
Weaknesses

With 18 faculty members, 703 majors, and our increasing administrative/public relations load, additional secretarial support for faculty for scholarly activities beyond the three well-qualified individuals we now have would be very helpful.

Faculty salaries are relatively low, when compared to all public, accredited institutions; however, salaries compare favorable with public accredited baccalaureate-only institutions. New hires are made at market-competitive salaries. The result, of course, has been salary compression.

In exit interviews, seniors single out "placement" as a problem area. USCS has reduced its resource commitment to placement as state funding has been reduced. The School has recently initiated a dialogue with our Dean of Students and the Placement Director, the purpose of which is to jointly and cooperatively resolve this problem.

Computer resources are not adequate. Faculty computers are mostly first generation PCs, while student labs are 80286s. A USCS-wide Technology Committee is working on this issue (Appendix III).

4. Organization of the business unita. Chart and describe the administrative organization of the business unit.

The Dean is responsible for the organization and administration of academic, service, and development programs of the School. The faculty of the School exercises legislative jurisdiction over all matters of academic policy, within existing University regulations. The voting members of the faculty are members holding a full-time appointment

with the rank of Professor, Associate Professor, Assistant Professor, and Instructor.

The Dean is appointed by the Chancellor and has overall responsibility for the operation of the School. The Dean reports to the Vice Chancellor for Academic Affairs of the University. The Assistant Dean is responsible for class schedule preparation, coordination of registration activities, and special projects. The Student Services Coordinator is appointed by the Dean with the concurrence of the Vice Chancellor and has responsibility for student records, transfer transcript evaluations and administration of relevant academic regulations. School committees provide recommendations and input to school faculty and the Dean in a number of areas. Committees include the following:

- AACSB Self-Study
- Academic Affairs and Scheduling
- Admission and Petitions, and Financial Aid
- Assessment
- Minority Access and Equity
- Peer Review

While placement services at USCS are the responsibility of the Director of Placement under the Vice Chancellor for Institutional Support, the faculty of the School are heavily involved in the process. Faculty advise students on resume writing, interview strategies, dress, and demeanor. Faculty actively meet with interviewers and potential employers and serve as contacts for references for students.

The Center for Economic and Community Development

The Center for Economic and Community Development (CECD) was formed in 1985 with special funding from the University and grant money from local businesses. The purpose of CECD is to provide

training, consulting and support to the area's businesses and other institutions. The CECD is guided by the Dean of the School of Business and the School's Advisory Board with input from interested business leaders.

The CECD has presented 27 programs for nearly 800 participants in the last four years. Nationally known speakers such as W. Edwards Deming and Peter Drucker have been presented in videoconferences. Expert panels, videoconferences on the European Economic Community 1992, quality and management improvement, training classes for small business owners, and Certified Public Accountants (CPA) reviews are examples of the programs. The CECD has developed and published a "Small Business Owner's Guide to Business Start-Up." The CECD has provided consulting services to develop small business plans and solve small business problems. Training has been provided in-house for medium to large businesses. Student projects have been conducted in businesses.

The Center for Economic Education (CEE) is located in the CECD. The CEE provides graduate classes in economic education for school teachers in Spartanburg, Union, and Cherokee Counties. Examples of recent economics courses are Essentials of Economics Issues. A more innovative course, Educators-In-Industry, has been taught for the last four Spring semesters.

Examples of activities for the CECD since 1987 include:

1. "Project 1992: The European Community in the United States", Videoconference from WNET New York on May 25, 1989. A panel of dignitaries and business executives discussed the impact of the European market on American Business. 33 people participated.

2. W. Edwards Deming, "The New Economics of Industry and Government", Videoconference on June 12, 1989. 31 people participated.
3. Hoechst-Celanese Seminar, "Statistical Process Control", Dr. Michael Jilling, instructor. Hoechst-Celanese is a German based company with facilities in Spartanburg July 10, 11, 1989.
4. Robert Kuttner Dinner on November 6, 1989. Mr. Kuttner, a nationally known economist, spoke informally to business leaders and faculty members on changing developments in the European Economic Community. 20 people participated.
5. Peter Drucker, "Maintaining Competency of Executives and Professionals in the 1990's: The Care and Feeding of Small and Growing Businesses", Videoconference on February 2, 1990. 20 people participated.
6. W. Edwards Deming, "Transformation in Management", Videoconference on June 21, 1990 from The George Washington University's Continuing Engineering Education. Dr. Deming discussed techniques for organizational transformation. 51 people participated.
7. "Total Quality" Videoconference on the Learning Channel on September 13, 1990. The Malcolm Baldrige Award, The Xerox Approach to Quality Management and the Motorola Six Sigma Approach were discussed by representatives of award winning firms. 35 people participated.
8. International Day, Panel of foreign Consuls or officers discussed "The Impact of the Eastern European Revolution on the Western Economy" on September 21, 1990. 120 people participated.
9. National Quality Forum VI, Videoconference from The American Society for Quality Control (ASQC). "The Human Side of Quality", on October 2, 1990. Speakers from various quality-conscious firms discussed how to get people involved in the quality process. 50 people participated.
10. A presentation/reception on "Urban Design", on February 18, 1991, by Philip Morris, editor of Southern Living Magazine. 46 participated.
11. Master Teacher In-Service, April 20, 1991, - Brought in Master Teachers and Techniques for University-wide In-Service. 22 participants.
12. Deming video conference, July 10, 1991, in conjunction with Statistical Process Control Class, July 9, 11, 12, 1991, presented by Dr. Michael Jilling.

13. National Quality Forum VII, ASQC. October 1, 1991. Videoconference. ISO 9000 speakers from various quality-conscious firms made video presentations. Live panel presentation on ISO 9000 impact on area firms. 57 participants.
14. Deming Video Conference, May 12-15, 1992. The four day seminar with live presentations as well as video format. 28 participants.
15. National Quality Forum VIII, ASQC, October 1, 1992. Videoconference with panel on quality initiatives in the area. 45 participants.
16. Quality in Higher Education Conference with Dr. Ed Coate, October 26, 1992. Presentation by Dr. Coate. Participants were 68 representatives of colleges from 3 states plus faculty, staff and students from USCS.
17. Deming One-Week Conference Live. October 27-30, 1992. Registered area participants. 6 participants.
18. International Curriculum Development Seminar for School of Business Faculty. Brought in 5 member of USC MIBS faculty to make a presentation to 12 USCS Business School Faculty. August 21, 1992.
19. In-Service for Economic Teachers on Total Quality Management. February 26, 1992.
20. Total Quality Management for Educators. Training for both executives and teams. April, June and August, 1993.
21. CPA Review Course 1989. Lambers CPA Review materials supervised by accounting faculty members, September through October 1989. 8 people participated.

CPA Review Course 1990. Lambers CPA Review materials supervised by accounting faculty members, September through October 1990. 11 people participated.

CPA Review Course 1991. Lambers CPA Review material supervised by accounting faculty members. 5 people participated. The accounting faculty donated their services to purchase the review for deposit in the USCS library for student use in Spring, 1992.
22. Small Business Conferences:
These conferences were presented by local experts who volunteered their services:

February 2, 3, 9, 16, 23, 1988 at Spartanburg Technical College. 60 people participated.

October 17, 1989. 23 people participated.

October 18, 1990. 10 people participated.

April 6, 1993.

23. Small Business Expositions:

Training sessions presented by School of Business faculty and local business persons in conjunction with the Spartanburg Area Chamber of Commerce's annual Small Business Exposition.

EXPO '88, May 11, 12, 1988.

EXPO '89, May 10, 11, 1989

EXPO '90, May 9, 10, 1990

EXPO '92, May 13, 14, 1992

EXPO '93, May 18, 19, 1993

24. Technical System Expositions:

Training sessions presented by School of Business faculty in conjunction with the State Technical and Comprehensive Education Department's annual Small Business Exposition.

EXPO '88, Myrtle Beach, SC

October 25, 26, 1988

EXPO '89, Greenville, SC

October 24, 25, 1989

EXPO '90, Greenville, SC

October 23, 24, 1990

Activities of the Center for Economic Education (CEE) since 1988 include:

1. Small Business Educators, April 20, 21, 1989. Small Business Educators from schools and colleges across South Carolina met to discuss program and curriculum issues.
2. CEE Workshop - August 21, 1989. Training for High School teachers who would be involved in School Based Enterprise activities.
3. In-Service for Social Studies Teachers Spartanburg County, October 5, 1990. "Economics History." 220 Teachers.

4. In-Service for Social Studies Teachers, Richland County Schools, January 14, 1992, Economic History," 150 Teachers.
5. In-Service for Social Studies Teachers, Spartanburg County, "Cross Disciplinary Studies, September 21, 1992, Everything in Economics." 220 Teachers.
6. Graduate course in Education for teachers at all levels including lectures in Economics and tours of local industries.

Educators-In-Industry Spring, 1990

Educators-In-Industry Spring, 1991

Educators-In-Industry Spring, 1992

Educators-In-Industry Fall, 1992

Educators-In-Industry Spring, 1993

7. ECON 780 - Spring 89, Special Topics in Economics: International Economics, taught by Dr. Michael Jilling. Classes met on Mondays starting January 9 through April 24, 1989. 14 students participated.

ECON 718 - Summer 89, Essentials of Economics, taught by Dr. Michael Jilling. Classes began on June 12 and ran through July 11, 1989. 15 students participated.

ECON 700 - Summer 90, Survey of Economic Analysis, taught by Dr. Michael Jilling. Classes began on Monday, June 11 and ran through Friday, June 29, 1990. 21 students participated.

ECON 779 - Summer 90, Current Issues in Economics, taught by Dr. Carl Blair Housley. Classes met Monday through Friday beginning on July 16 through August 3. 14 students participated.

ECON 779 - Summer '91, Special Topics in Economics, taught by Dr. Michael Jilling, 16 students.

ECON 779 - Spring, '92, Statistical Process Control, taught by Dr. Michael Jilling. 12 students.

ECON 779 - Summer '92. Special Topics in Economics, taught by Dr. Michael Jilling. 16 students.

Quality Institute

The Quality Institute was established as a result of a grant by the Appalachian Regional commission to Enterprise Development Incorporated of South Carolina (EDI) and the University of South Carolina at Spartanburg. The Institute operates as a subdivision of the

CECD and is located in the John M. Rampey, Jr. Center on the USCS campus. Together with the Spartanburg Area Chamber of commerce and the Spartanburg Technical College, the Institute provides quality management training and consulting for firms and organizations in the Upstate area of South Carolina.

International Grant

Dr. Barbara Hastings, CECD Director, is also administratively responsible for an international grant awarded through the U.S.

Department of Education. The objectives of the grant are:

- (1) to work to stimulate exporting by small and medium sized businesses in the Upstate.
- (2) to improve the delivery of international business content courses by the faculty.
- (3) to develop overseas internships for USCS business school students.

b. Describe the structure and process for developing curricula and for determining degree programs offered by your business unit.

Curricular matters are decided by committees of faculty representatives first at the School level and then at the University level. The School of Business Academic Affairs Committee is composed of one representative each from accounting, economics/finance, management, and marketing. Members serve for three years. This committee makes recommendations to the faculty on degree, course, and curriculum additions, deletions, and changes. Any faculty member may bring requests to the committee. If the School faculty approve the action, it is sent to the Dean for his approval.

Recommendations from the School's Academic Affairs Committee, when approved by the School faculty and the Dean, are sent to the University's Executive Academic Affairs Committee (EAAC). The EAAC reviews all proposals; it cannot alter them without approval from the affected unit. The Committee makes recommendations to the Faculty Senate.

The Faculty Senate is composed of representatives of the faculty in the ratio of one faculty representative for each seven members or part thereof in each school.

In the case of new degrees and new majors, approval to offer them must be obtained from the South Carolina State Commission on Higher Education. This guards against unnecessary duplication of programs within state universities.

Consideration of changes to the School of Business curriculum is routinely a part of our strategic planning process. Within the past five years no curriculum changes which have been developed through this School planning process have failed to receive University approval.

- c. Apart from those organizational arrangements described in "a" and "b" above, describe briefly provisions made for institutional self-study and development of long-range plans for your business unit in relation to your stated objectives, and the extent of involvement by administration, faculty, students and other bodies.

Chronology of Strategic Planning in the School of Business

A University Strategic Planning Committee was established in 1990. The Dean is a member. In 1992-93, as Chair of the USCS Assessment committee, Dr. Bert Menees was also a member.

AACSB Mandate

The South Carolina Commission on Higher Education in 1984 mandated that all business schools meet the accreditation standards of AACSB. The Chancellor and the Dean of the School of Business affirmed their commitment to AACSB accreditation, not merely to "meeting the standards."

Utilization of Resources

In 1987, a comprehensive assessment of resource use by business faculty resulted in a decision to reduce evening concentrations from five to two, allowing an increase in daytime courses. Rather than add courses, content of several courses were revised to be more responsive to common body requirements (Production, MIS) and to international, ethics, and computer usage issues.

Computer Resources

While personal computers had been available to students in central computer labs since 1984, the faculty recognized that a computer lab for the School of Business was needed to achieve the appropriate level of integration. A small, seven machine lab was installed in 1985. In 1989, with 50% private funds, a 32 PC lab was installed for the School.

Library Resources.

Library holdings had been recognized as in need of supplemental funding for years. Action by the Strategic Planning committee approved a Library Committee recommendation (chaired by Dr. Tom Oglesbee) in 1989 to add \$500,000/year to library budgets. A substantial increment to the book holdings in the field of business was made. Periodical subscriptions have steadily been increased, as has

reference librarian availability. A shift of funds out of several expensive services and into additional academic journals was made.

Continuing Improvements.

In spite of a concern that continued change would suggest lack of stability, we continue to make improvements. Our current thinking calls for an in-depth consideration of the adoption of the philosophy of Dr. W. Edwards Deming to our curriculum and to our academic management processes. We held a series of brown-bag luncheons to educate faculty to the ideas and philosophy of Dr. Deming. If such continuous improvements equate to instability, so be it, but we believe it does not. Included in these plans are ad hoc discussions of the following:

- a. Reaction to the 150 hour CPA requirement.
 - b. Courses to offer in the city of Greenville.
 - c. TQM inclusion in the curriculum.
 - d. Continuing education service programs.
- d. Indicate the procedure for recommending degree candidates and to whom recommendations are made. (Be sure the response is applicable to all degree programs for which your business unit is responsible.)

Candidates for degrees must meet with their advisors to review their program and to outline their remaining requirements prior to the beginning of their last semester of residence at USCS. If successful completion of remaining academic requirements appears imminent, the advisor certifies this to the Dean. The student formally applies for graduation; after reviewing the student's record and the advisor's recommendation, the Dean gives preliminary approval to the candidate's formal application for graduation. This application is filed

with the USCS Records Office at the beginning of the semester in which the degree is to be awarded.

At the end of the final semester in residence, each student submits to the Dean a list of courses for which GPR is at least 2.0 and which meets all regulations and requirements of the School. This list, after verification, forms the basis for the Dean's final approval or rejection of the candidate's graduation application. This decision is reported by the Records Office to the Registrar at the USC-Columbia campus. The Dean's recommendation of the candidate for the degree is forwarded to the President; the degree is conferred by the President, following the approval of the Board of Trustees of the University.

5. History of the business unit

- a. Briefly outline the history of your business unit. (Note the number of years your business unit has been conferring business administration degrees.)

The history of the University of South Carolina at Spartanburg is a chronicle of remarkable growth and development. The University has grown from an idea in 1966 to 3287 enrolled students in the Spring, 1993.

USCS was established primarily to avert what could have been a serious health care problem. In 1966, the Spartanburg General Hospital announced that it was phasing out its diploma program for registered nurses. A citizens' committee investigated the situation and ultimately requested that such a program be established and that it be located in a new unit of the University of South Carolina system.

The Spartanburg Regional Campus, as the then two-year school was first known, opened its doors in the Fall of 1967 to 177

students, many of whom pursued an Associate of Science degree in technical nursing. The first class began its studies in the Fall of 1967 on the first floor of the Spartanburg General Hospital Nursing Residence. From the beginning however, a demand for business courses was evident; accounting was taught that first year. Classes met at the hospital for two years. When the enrollment reached 488, classes were moved to the old, vacant County Health Department Building. Rapid growth soon made USCS a candidate for four-year status under the provisions of a 1972 legislative act.

By 1974, the campus qualified for senior college status under this legislative provision. In 1972, the Hodge Center, the University's second major building, was completed. In 1974, the campus was designated as a senior college and in the fall of 1975 officially became the University of South Carolina at Spartanburg. Twelve bachelors degree programs were approved by the South Carolina Higher Education Commission. In 1976, the campus was accredited by the Southern Association of Colleges and Schools to award associate and bachelor level degrees.

To the two original buildings, the Administration Building and the Hodge Center, four academic buildings have been added. In January of 1978, the Library Building was opened; the building provided new space not only for the library, but also for classrooms on the second floor. In 1978, the Media Building was completed providing additional classrooms and faculty office space. The Mary Black School of Nursing Building was completed in 1980 and the Smith Building, housing natural science laboratories, was added in 1985. Currently,

the campus consists of a total of six buildings used for academic purposes, classrooms, laboratories, faculty and administrative offices; a seventh building, the Humanities and Performing Arts Building, was occupied in the fall of 1990.

In 1979, the School of Business was formally established. The University has conferred degrees in Business Administration since 1976 (14 years); the 1000+ graduates constitute approximately 30% of the total number of USCS graduates.

- b. For the academic year preceding the self-study year, indicate by level (baccalaureate, masters, doctoral, etc.) the total number of degrees conferred by your business unit.

During the academic year 1991-92, 142 Bachelor of Science in Business Administration degrees were conferred by the School. The School does not offer a masters program or a doctoral program.

6. Foreign Linkages

- a. Describe any linkages (courses taught, programs offered, faculty/student exchanges) with foreign institutions.

From 1988 to the present, School of Business students have been eligible to participate in the cooperative centers for study abroad program, "Japanese Business and Society Semester Program" at Obirin University, Tokyo, Japan. The program was initiated while Japanese language classes were offered at USCS and interest was high.

To strengthen our European business ties, in the summers of 1988, 1989, 1990, 1991, and 1992, students from the school were received by European manufacturing firms for four to six weeks internships at operations in France. In June, 1991 the school received a US Department of Education grant to fund international business education for two years. The grant provides funds to increase the

internship program, internationalize the business curriculum, and link with international businesses in the Upstate.

The School of Business has close ties to the local foreign-owned and US-owned exporting businesses in the Upstate through its participation in special seminars, workshops, the Western South Carolina International Trade Association, Chambers of Commerce, State Development Board, and U.S. Department of Commerce. There are over 65 foreign-owned manufacturing and service operations in Spartanburg County, with 40 more in adjacent Greenville County. Countries represented include Austria, Canada, France, Germany, Great Britain, Italy, Japan, Korea, Switzerland, Taiwan, and Venezuela. Major firms include the recently announced BMW assembly plant, Michelin, Hoechst Celanese, BASF, adidas, Brown-Boveri, Rhone-Poulenc, Siemens, Stäubli, and Alcoa Fujikura. The School enjoys excellent relations with this community; we jointly presented local panels and international videoconferences dealing with EC 1992.

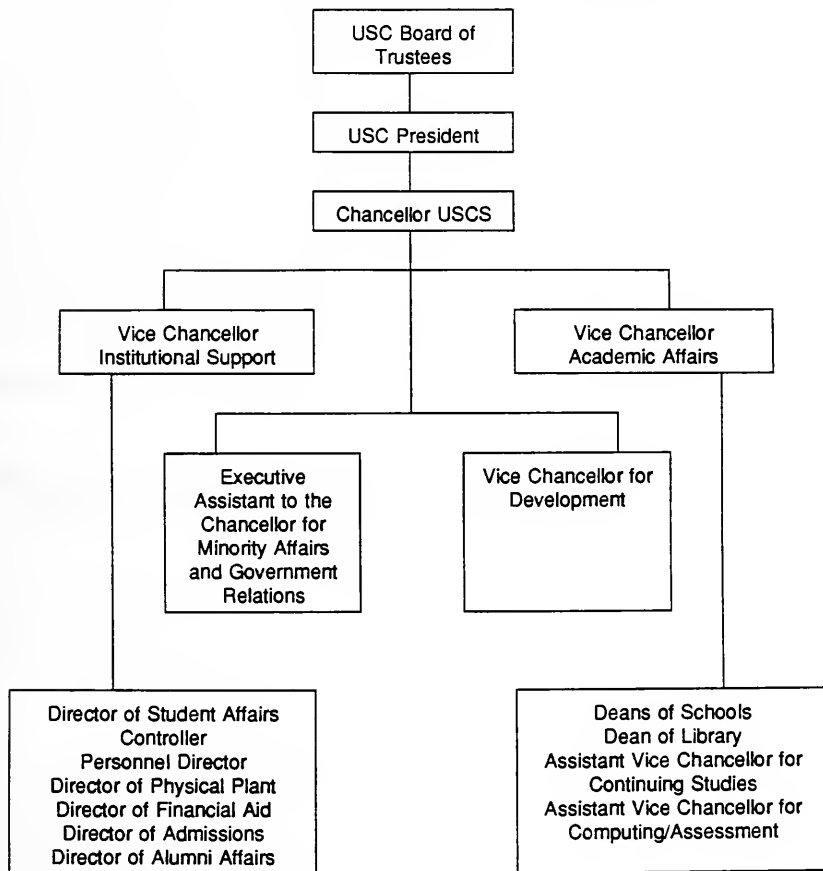
In June, 1989, Dr. Tom Oglesbee, Accounting, in June 1990, Dr. David Mullis, Economics/Finance, June 1991, Dr. Tom Gunter and Mr. Robert Pauley and in 1992, Dr. Steve Berry and Dean Jerry Bennett participated in the University of South Carolina Masters of International Business Studies (MIBS) faculty development workshops sponsored by the USC CIBER, designed to further internationalize our curricula. The MIBS program enjoys the reputation of being ranked the best in the nation by US News and World Report. The result of this

ongoing faculty development has resulted in an even greater emphasis on international topics in these disciplines.

In the Spring Semester, 1990, while on sabbatical, Dr. Faruk Tanyel taught classes in Germany in conjunction with the University of Maryland overseas program; he also taught as a visiting professor at the University of Ankara, Turkey.

B. DESCRIPTION OF THE UNIVERSITY

1. Chart and describe the internal administrative organization of your university.



University Academic Organizational Structure

USCS is divided into four schools: the School of Business Administration and Economics, the Mary Black School of Nursing ("School of Nursing"), the School of Education, and the School of Humanities and Sciences. While each of these schools is further divided into smaller academic units, only in the School of Humanities and Sciences are there units large enough to have separate organization status, meaning, for example, representation on faculty committees or representation in the Faculty Senate. The School of Humanities and Sciences is divided into four divisions: the Division of Fine Arts, Languages, and Literature, the Division of Social and Behavioral Sciences, the Division of Mathematics and Computer Science, and the Division of Natural Sciences.

2. For the academic year preceding self-study, indicate by level (baccalaureate, masters, doctoral, etc.) the total number of degrees (including business administration degrees) conferred by your institution.

For the academic year 1991-92, the University conferred 507 baccalaureate degrees, including 142 degrees in Business (28%). In addition, there were 73 associate degrees conferred in Technical Nursing. The University offers no masters or doctoral programs.

3. Other business administration and management programs offered by organizational elements of the institution other than the business unit.
 - a. Identify programs having "business," "industrial," "administration," "management," or "organizational" in their degree designation or major.

None

- b. Identify other organizational elements of the university and programs they offer which meet the following tests:

1. Baccalaureate degree employing required course work in business administration (course work commonly available in a school of business) comprising more than twenty-five percent of the work required for the degree.

No baccalaureate degree requires course work in business administration comprising more than 25% of the work required for the degree. Students in Interdisciplinary Studies (IDS) may take up to 30 credit hours or exactly 25% of their course work in business administration. Any student may take up to 30 credit hours of business courses. It is not possible for any student enrolled in a degree program to count more than 20 credit hours of business courses toward a degree with the exception of IDS, even if he chooses all electives in business as shown below:

<u>Degree</u>	<u>Maximum number of total elective hours</u>
Education	6
Nursing	3
English	18
Biology	12
Chemistry	14
Mathematics	16
Criminal Justice	6
History	18
Psychology	13
Sociology	15
Computer Science ¹	11

The Bachelor of Arts and Bachelor of Science in interdisciplinary studies provides an opportunity for students to

¹Computer Science offers a cognate which includes up to nine hours in business which would bring the total to 20 if all electives were in business.

design their own curriculum. The program conforms to all general university academic regulations. Application to the program is made after acceptance to the university and after the successful completion of 60 credit hours. A student currently attending USCS who has accumulated more than 60 credit hours must have a Change of Major form signed by the dean of the school in which the student is enrolled before the application for the interdisciplinary studies program is considered.

The application to the interdisciplinary studies program must include a statement describing how the interdisciplinary studies program meets the student's interests and goals and why the student chose this program. Ms. Marilyn Lipscomb, Director of the IDS program, evaluates transcripts of all students applying to the IDS program. For students interested in business courses as published in the 1991-93 catalog, no more than 30 credit hours of combined upper and lower level work (including any transfer work) may be taken in business (excluding Economics 221 and 222.) Students are advised of the 30 credit hour limit during their initial interview. Students are advised that they must concentrate in two areas for all disciplines which offer a major on the USCS campus. For example, a student may take courses in business and psychology but not business alone. If the student is accepted into the IDS program to take courses in business and some other area of study, Ms. Lipscomb becomes the student's

advisor. Ms. Lipscomb serves as part-time instructor in business.

The faculty advisor approves the student's program of study when the student is accepted into the IDS program. The program of study is approved and signed by the student, the faculty advisor and the IDS director and the Dean of the School of Humanities and Sciences. The Dean of the School of Humanities and Sciences monitors the 30 credit hour rule and does not sign approval to any program of study if the rule is violated. Copies of the program of study are sent to the faculty advisor and the student. (Appendix IV). The IDS director maintains the original copy. Any changes in the program of study must be processed on an addendum form, (Appendix IV) signed by the faculty advisor, IDS Director, and the Dean of the School of Humanities and Sciences.

Beginning with the May, 1991 graduate class, audits have been completed by the Director of the IDS program with the School of Business Student Services Program Coordinator to review compliance with the credit hour rule.

2. Masters degree employing *required* course work in business administration (course work commonly available in a school of business) comprising more than 50 percent of the work required for the degree.

There are no business graduate programs offered by USCS.

- c. Describe the relationship between the business unit and other organizational elements identified under "b" above indicating the specific nature of administrative responsibility and control of these programs, particularly with reference to faculty, curricular development, and course offerings. (Note that instruction IV, B, 2 requests a description of the curriculum for each program referred to above.)

Not applicable. No programs were identified under "b" above.

- d. Provide catalog and/or other published references to programs identified under "a" and/or "b" above.

The 1991-93 catalog is included. No other references to these programs exist at this time.

II. ADMISSIONS AND STUDENT-RELATED INFORMATION

A. UNDERGRADUATE POLICIES AND PRACTICES

1. Describe the admissions policies of your unit relative to those categories of admittees listed below:

- a. Beginning freshmen. (USCS Policies)

The University admissions requirements for freshmen are given on page 5 of the 1991-93 USCS Catalog, as quoted below:

Applicants who have attempted no formal course-work beyond high school are classified as freshmen. Applicants for freshman admission must submit the following:

Completed application form, \$25 application fee, and official high school transcripts.

SAT scores or ACT scores if under the age of 25.

Evidence of high school graduation or official General Educational Development (GED) transcripts.

Course Requirements

Prospective freshman who were graduated from high school in 1988, or after, are required to have earned, at a minimum, the following high school units:

<u>Area</u>	<u>Units</u>	<u>Description</u>
English	4	College preparatory Algebra I, Algebra II, and one unit above the Algebra II level are required.
Mathematics	3	
Laboratory science	2	One unit each from the biological sciences and from the physical sciences, i.e., physics or chemistry.
Foreign language	2	Must be the same foreign language

Social studies	3	One unit of United States History, 1/2 unit each of economics and government, one additional unit of Social Studies
Physical education or ROTC	1	
Other	5	At least one of the required units must be college preparatory work.

There are no course requirements for applicants who were graduated from high school prior to 1988.

Academic Requirements

Freshman admission requirements for applicants under the age of 25 are:

High school grade point ratio of 2.0 (based upon a 4.0 scale).

Minimum total SAT score of 700 or ACT composite score of 18 (15 prior to October 1989).

Provisional admission may be granted upon review of completed academic record in the event a student's credentials do not meet minimum requirements.

Applicants 25 years of age or older do not have to meet minimum freshman academic requirements.

Beginning Freshmen (School of Business Policies)

All freshmen who declare their intention to pursue a major with the School of Business are assigned to a faculty advisor from the School.

All students who wish to pursue a degree in business must apply to the School of Business Upper Division. The requirements are:

- 1) an overall GPR of 2.25 or higher
- 2) completion of a minimum of 60 hours, plus enrollment in at least 15 hours during the semester in which application is made
- 3) application during the semester prior to registration for the semester in

which the student wishes to take three-hundred level and above courses.

Students who meet these requirements may preregister for three-hundred level and above School of Business courses. If the students have not successfully completed sixty hours with a GPR of 2.25 or higher by the first class meeting for School of Business three hundred level and above courses, the students are administratively dropped from the courses. When all Upper Division admission criteria are met, the students' records are marked with a green sticker to alert their advisors that they are eligible to register for School of Business 300 level and above courses.

b. Transfer to baccalaureate program from other units of your institution.

Any USCS student may transfer to the School of Business if not under USCS suspension. The School and the releasing departments must approve a change of major. Within the School of Business, at the appropriate time, the student must be admitted to the Upper Division as previously described.

c. Transfers to baccalaureate program from other institutions.

Transfer applicants who have attempted less than 30 credit hours of college work must meet all USCS freshman requirements as well as transfer admission requirements. The admissions requirements for transfer students are given on page 6 of the 1991-1993 USCS Catalog as quoted below:

Be academically eligible to return to the college last attended. (Applicants suspended from another institution for disciplinary reasons must appeal to and be approved by the Committee on Admissions and Petitions before being admitted to the University.)

Have a cumulative grade point ratio of 2.0 or better on all course work attempted (based upon a 4.0 scale.)

Meet academic requirements as listed under Freshman Admission, if they have attempted fewer than 30 semester hours or 45 quarter hours.

All transfer credits for business courses which apply toward the degree in Business Administration must be validated. Validation is completed in one of the following ways:

- 1) a grade of C or better having been received in a comparable course at an accredited four-year university.
- 2) CLEP examination.
- 3) Credit by institutional examination. (Note: All students are required to earn the last 30 credits (senior year's work) in residence at USCS.)

d. Transfers between day and evening programs.

Courses offered are the same content and the same faculty.

Students are free to schedule day or evening courses as they wish.

e. Special students (undergraduate only).

Applicants who, at the time of registration, are not interested in working toward a bachelor's degree must submit an application for special student status and fulfill normal admission requirements.

Students in this category may attend for one semester only. To proceed further, students must meet the qualifications for regular admission or be approved for each additional semester by the Director of Admissions.

f. Differences, if any, in policies for day and evening programs.

Day and evening programs have the same policies.

2. State in what significant ways, if any, your business unit's undergraduate admissions policies differ from policies governing admissions to sister units of your university.

No significant differences exist in so far as admission to the University is concerned. There are three other schools at USCS; the School of Education,

School of Humanities and Sciences, and Mary Black School of Nursing. The only substantive difference in admissions requirements among the schools is with regard to minimum GPR.

Effective Fall 1991, admission to School of Business requires a 2.25 (previously 2.0) GPR.

The GPR requirements for the other schools are:

School of Education Minimum GPR of 2.5.

School of Humanities and Sciences No minimum GPR required.

Therefore, the overall graduation requirement of 2.0 on courses submitted for graduation applies.

School of Nursing Minimum GPR of 2.3.

It must be noted that USCS policy is to record and count in a "collegiate summary GPR" every course ever taken anywhere by a student; there is no forgiveness for any F or D no matter how old and irregardless of the fact that such courses do not count toward graduation. Because of this, some students, especially transfer students are given conditional approval for the School of Business Upper Division, especially if it is clearly evident that their grades are improving over time. For example, thirteen conditional approvals were granted for Spring 1993. Of the thirteen, three students later received full approval, seven were continued on conditional approval and three had their conditional approvals revoked. A decision to grant conditional approval is made by a faculty committee after the student files an appeal because of denial to Upper Division. The Coordinator of Student Services monitors the progress of these students.

3. Describe specifically your policies and practices with regard to:

- a. Acceptance of transfer credit for courses taken at levels lower than the levels at which your unit offers such courses.

For general education courses, acceptance of credit depends upon the individual course description from the two-year school. For an example, a basic psychology course may carry a 200-level number at a two-year institution. Based on recommendations from the School of Humanities and Science, the School of Business would accept that as meeting our Psychology general education requirement. Evaluation of transfer credit is done by the Student Services Program Coordinator; an official statement of what is accepted is given to the student upon acceptance in the School.

No business course taken at the 100- or 200-level is accepted for Upper Division credit. Any course which purports to be a 300-level course but which was taken at a non-baccalaureate institution is accepted only after a validation exam is given at USCS.

- b. Any validation methods used by your unit pertaining to acceptance of transfer credit, especially under the circumstances described in "a" above.

The Student Services Program Coordinator of the School of Business has the responsibility for evaluating transfer credit. Credit is based on course descriptions, textbooks, course outlines and other information. Final approval is determined by the Dean.

All transfer credits for Upper Division business courses which apply toward the degree in Business Administration must be validated. Validation is completed in one of the following ways:

- 1) A grade of C or better received in a comparable level course at an accredited four-year university.

- 2) CLEP examination.
 - 3) Institutional examination given at USCS.
- c. Articulation agreements which your business unit observes and their manner of implementation.

USCS participates in an articulation program between the South Carolina Technical Education System and all state-supported institutions of higher learning. Articulation agreements between the two-year schools and the four-year institutions are described in an Articulation Manual. The Articulation Manual also includes agreements with several private schools in the area. The Student Services Program Coordinator and the Dean follow the Articulation Manual when evaluating courses for transfer credit. The specific schools with which USCS has articulation agreements are:

Anderson College (4 year)
 Chesterfield-Marlboro Technical College (2 year)
 Cleveland Community College (2 year)
 Clemson University (4 year)
 Converse College (4 year)
 Furman University (4 year)
 Greenville Technical College (2 year)
 Isothermal Community College (2 year)
 Lander College (4 year)
 Limestone College (4 year)
 North Greenville College (2 year)
 Spartanburg Methodist College (2 year)
 Spartanburg Technical College (2 year)
 Winthrop College (4 year)
 Wofford College (4 year)

Articulation agreements are reviewed annually. Copies of catalogs from cooperating institutions are analyzed and course descriptions are compared with USCS course descriptions by faculty in each School. As necessary, based on this analysis, changes are made in the Articulation Manual. The Vice Chancellor for Academic Affairs coordinates this annual review and publishes the results.

4. What percent of your fall term undergraduate enrollment in the self-study year is represented by junior or community college transfer students?

Transfer students represent an important segment of the School of Business enrollment. Of the 786 students enrolled in degree programs in Fall 1992, 225 had transferred from junior or community colleges. Of that number, 53 entered in the Fall semester. In addition, 35 transferred from four institutions, Fall semester 1992.

5. What exceptions have been made within the self-study year and the year preceding the self-study year, if any, to your stated undergraduate admissions policies?

Within the School of Business, no University admissions exceptions have been made.

Within the University, students may apply for non-degree admission. Students in this category may not select a major and credits earned may not be considered toward a degree until the student has applied for and been fully accepted for enrollment into a degree program.

Within the University, probationary status may be granted to students not meeting admissions requirements. Probationary students must make a 2.0 GPR on their first 12 credit hours of work at USCS. Additional stipulations may be placed on probationary students at the time of admission.

6. Present evidence concerning the qualifications of undergraduate students who enter your business unit (and similar data for undergraduate students who enter your institution at large) for the year of self-study. The evidence should include, for example, mean comparative scores on admissions tests, placement tests in English, mathematics, and the like.

The following S.A.T. score information was provided by the USCS Director of Institutional Research. S.A.T. scores are not available for all students.

<u>Fall 1992 Entering Freshmen</u>	<u>Average SAT Scores</u>
------------------------------------	---------------------------

Freshmen who <u>listed</u> Business as a major	858
--	-----

All USCS	852
----------	-----

<u>Fall 1992 Current Enrollment</u>

School of Business	857
--------------------	-----

School of Education	837
---------------------	-----

School of Nursing	820
-------------------	-----

All USCS	853
----------	-----

<u>Fall 1992 Senior Class</u>

School of Business	867
--------------------	-----

School of Education	818
---------------------	-----

School of Nursing	863
-------------------	-----

All USCS	848
----------	-----

Information also was obtained from the Director of Institutional Research for the Math and English placement tests and the Nelson-Denny Reading Placement Test; however, there were no significant differences between School of Business students and other USCS students' scores on these tests. Students majoring in business administration are equal in quality to the USCS student body as a whole.

B. MASTERS POLICIES AND PRACTICES

The School offers no masters degree programs.

C. ENROLLMENTS

1. State your definition of a full-time student

- a. Baccalaureate: A full-time student for tuition purposes is one who takes twelve (12) or more credit hours per semester. Calculations of full-time equivalent students are based on 15 credit hours per semester.
- b. Masters: Not applicable.

2. Show the following:a. University enrollments (head count)

Baccalaureate	<u>Fall, 1991</u>	<u>Fall, 1992</u>
Full-time	2427	2448
Part-time	1099	1091

Masters--Not Applicable.

Total	<u>3526</u>	<u>3539</u>
-------	-------------	-------------

b. Enrollments in your business unit (head count)

Baccalaureate	<u>Fall, 1991</u>	<u>Fall, 1992</u>
Full-time	639	563
Part-time	221	213

Masters--Not Applicable.

Total	<u>860</u>	<u>776</u>
-------	------------	------------

D. ACADEMIC ACTIONS

1. Describe your business unit's policies for placing students on probation, for suspending students, and for readmitting suspended students. Describe in what ways, if any, they differ from the general university rules and indicate the reasons for the difference.

All students enrolled at USCS are subject to the same continuation standards. Administration of these regulations is the responsibility of the Vice Chancellor for Academic Affairs; students may be granted relief from these regulations only by the Committee on Admissions and Petitions and in extraordinary circumstances. There are no additional policies for the School of Business.

The USCS policies for placing students on probation, for suspending students, and for the readmission of suspended students are stated on page 41 of the 1991-93 Catalog. These policies are excerpted in their entirety below:

Student records are reviewed every semester. Students who have 30 to 59 grade hours and have a

GPR of less than 1.5 are placed on academic probation. Those with 60 or more grade hours and whose GPR is less than 2.0 are also placed on academic probation.

Students who are on academic probation must obtain at least a 2.0 average on the first 12 or more grade hours attempted under this status. These hours may be taken over more than one semester. Students failing to meet this requirement are suspended. The duration of each suspension is two semesters. The semester count does not include summer school.

A student placed on academic suspension may attend summer school at USCS during the term of that suspension. Should the student take 12 or more grade hours and earn at least a 2.0 GPR, the suspension will be removed and replaced by a new term of academic probation.

Students on suspension are not admitted or allowed to continue any program of the university for credit or for grade point ratio purposes. Credits earned at other institutions while students are on suspension from the university are not applied toward degrees from USCS or used for improving the grade point ratio. Credits earned through correspondence courses initiated during the period of suspension are not entered on students' academic records until one calendar year from the date of the return to the university.

Students who are granted relief from the suspension provision by the Committee on Admissions and Petitions are placed on academic probation. The Committee may place stipulations on the probationary readmission. Students returning from suspension begin a new probationary period. Failure to achieve 2.0 GPR on the first 12 or more grade hours attempted since returning from suspension results in another suspension.

These policies apply to all undergraduate students at USCS and there is no difference between USCS and School of Business policies.

2. Show for your business unit the total number of students subject to academic actions, baccalaureate and masters, full-time and part-time, during the academic year preceding the self-study year.

<u>Year 1990-91</u>	<u>Baccalaureate</u>		<u>Masters</u>
<u>Academic Year</u>	<u>Full-time</u>	<u>Part-time</u>	
<u>List by Category</u>			
Recipients of warning notices	*	*	Not
Placed on probation	22	14	Applicable
Suspended	27	15	
Other	-	-	
Total academic actions	49	29	

*USCS does not have a warning status.

Note: The Registrar's Office has recently changed the probation and suspension tracking procedures. Consequently, numbers appear larger than in previous years.

E. PLACEMENT AND CAREER RECORD

1. Describe the placement and career record of your graduates.

Career services at USCS are the responsibility of the Director of Career Services under the office of Assistant Vice Chancellor for Student Affairs. The Career Services Office is staffed by the director, an administrative specialist, and one student assistant. Career Counseling services are provided to students and alumni through this office (Appendix V).

A primary responsibility of the Director of Career Services is to provide interviewing skills workshops for students. Outreach efforts include senior luncheons and special programs at which presentations are made to classes and campus organizations. Workshop topics have included the following:

Orientation of the Career Office Services
How to Write an Effective Resume
Interviewing and Job Search Strategies

Special programs have included visits by personnel managers to campus to conduct mock interviews and workshops designed to meet the

specific needs of target groups such as accounting majors and minority students. A credentials file of job candidates is maintained as well.

Another important responsibility of the office is the provision of specific information on job openings and the maintenance of a career library. Current career information is provided through corporate contacts and memberships in professional organizations. Lists of current part-time and full-time job openings are maintained in the Career Services Office. Notices of job openings are posted on bulletin boards. Employers schedule on-campus recruitment and interview dates. Organizations which have recently participated in on-campus recruiting are as follows:

- Carolina Southern
- Deloitte Touche
- Delta Airlines
- Dillard's Department Store
- Ernst & Young
- Gates/FA
- Hoechst-Celanese
- Life of Virginia Insurance
- Lockwood Greene
- Milliken & Company
- Smith Data Processing
- Southwestern
- Stouffers
- T W Services
- Southwestern
- SC Department of Social Services
- Spartanburg County School District # 1, 7
- Toys R Us

A Career Fair is jointly sponsored with other area colleges annually during the fall semester; company representatives and recruiters bring displays, annual reports, and other information about careers to interested students.

Alumni records contain information on a number of graduates of the School of Business. Their employment fields include:

- Public Accounting
- Manufacturing
- Banking
- Retailing
- Education
- Construction
- Insurance
- Health Services
- Government
- Utilities
- Computer Related

Job titles include:

- Accountant/Controller
- Supervisor/Manager
- Attorney
- Educator/Trainer
- Owner/President
- Sales Representative
- Project Manager
- Teacher
- Controller
- Manager
- Product Control Supervisor
- Realtor
- Computer Programmer
- Personnel Manager
- Vice President for Operations
- Systems Engineer

As a result of an alumni survey in the Spring of 1990 in preparation for SACS, a number of changes have been made in the School of Business. For example, the School of Business has conducted an exit survey with graduating seniors since 1991. The results of the Spring 1993 survey are shown on the page 83. Eighty-nine percent of the respondents rated their academic experience at USCS as good to excellent. Ninety-four percent rated expertise of faculty in their major as good to excellent while eighty-eight percent rated quality of instructor in major as good to excellent. In other responses, seventy-eight percent of the student rated preparation for career as good to excellent

and eighty-five percent rated class experience in major as good to excellent. However, only sixty-three percent would choose the same major again. This percentage may reflect a somewhat deflated job market for business school graduates.

Since 1991, the Dean of the School of Business has also conducted exit interviews with graduating seniors. Recent changes, based on information gained from the interviews, include the following:

- Shifting of schedule advising process a week prior to registration.
- Publishing of a two year cycle showing when courses will be offered.
- Fewer night sections and more day sections of classes in a effort to better balance supply and demand.
- Sponsoring teacher improvement workshops.

Further discussion of these changes is given in Section VII.

**STUDENT RESPONSES %
SPRING 1993**

How would you rate the following aspects of your experience at USCS? Your academic experience	Poor	-
	Fair	8
	Good	59
	Excellent	30
Expertise of faculty in your major	Poor	-
	Fair	5
	Good	41
	Excellent	53
Quality of instruction in your major	Poor	2
	Fair	10
	Good	48
	Excellent	40
Preparation for chosen career	Poor	3
	Fair	18
	Good	57
	Excellent	21
Classroom experience in your major	Poor	1
	Fair	14
	Good	57
	Excellent	28
If you had to choose your major again, would you choose the same major?	Definitely no	15
	Probably no	22
	Probably yes	22
	Definitely yes	41

III. PERSONNEL

A. FACULTY POLICIES AND PROCEDURES

1. Describe your criteria for recruiting and selecting faculty.

The criteria used in making recruitment and hiring decisions include: school need, academic experience, teaching effectiveness and research record. Throughout the USCS recruiting and selection process, affirmative action guidelines are followed and equal employment opportunity is provided, without regard to race, gender, national origin, or religion.

The recruitment and selection processes begin with the recognition of a need for additional faculty. Advertisements are placed in publications such as the Chronicle of Higher Education, professional periodicals, and local newspapers. Notices are posted at professional meetings. Faculty members also contact colleagues at other universities. Applications are evaluated by the School Faculty Search Committee using the criteria: school's needs, applicant's academic background, terminal degree status, teaching effectiveness and experience, and scholarly research. References are checked by letter and telephone calls. After this evaluation, the top two or three applicants are invited for a campus visit.

At the campus visit, the candidate is interviewed by the School of Business faculty, the School of Business Dean, the Vice Chancellor for Academic Affairs, the Executive Assistant to the Chancellor for Minority Affairs and Government Relations and the Chancellor. Subsequent to the visits, the Search Committee advises the Dean of its ranking of the candidates. Before the ranking is made, the following documents pertaining to the applicant are received and evaluated:

- 1) Application for employment including vita and original transcripts from all colleges attended.

- 2) Letters of reference.
- 3) Equal opportunity data sheet.

Based upon receipt of the above information and in consideration of the above criteria, the Dean recommends that an offer be made to the top candidate. If the Vice Chancellor of Academic Affairs and the Chancellor concur, which is generally the case, an official offer of employment is extended by the Chancellor.

2. Describe your procedures and criteria for promoting faculty.

The responsibility for promotion and tenure decisions is shared by the Dean, the Vice Chancellor of Academic Affairs, the Chancellor, and faculty committees. The School Peer Review Committee makes recommendations to the Dean. The Dean makes recommendations to the Vice Chancellor of Academic Affairs. The Vice Chancellor of Academic Affairs makes recommendations to the Chancellor as well as to the University Faculty Promotion and Tenure Committee. This Committee makes recommendations to the Chancellor. The Chancellor makes recommendations to the President who, in turn, has the responsibility for making recommendations to the University Board of Trustees. The Board has the final authority regarding promotion and tenure decisions. However, it is rare for the Chancellor's recommendation to be overturned.

Annually, faculty eligibility for consideration for promotion and/or tenure is based upon the request of the faculty member, the recommendation of the faculty member's dean or equivalent academic officials and/or the duration of service. Criteria used in reaching promotion and tenure decisions are teaching effectiveness, university service, and scholarly achievement. While there is no formally established weight to be given each of these factors, it is clear to all involved that teaching effectiveness is the top priority.

The Faculty Manual details the basis upon which a favorable decision will be reached as follows:

Criteria for Promotion and Appointment of Teaching Faculty

To be eligible for the rank of professor, faculty members (1) must have a record of outstanding teaching and must also have made significant contributions in either service or scholarship and creativity, or (2) must have a record of outstanding teaching and must also have made reasonable contributions to both service and scholarship and creativity. Faculty are expected to hold the earned doctor's degree and to have a minimum of nine years of relevant experience.

To be eligible for the rank of associate professor, faculty members must have a record of effective performance in teaching and in either service or scholarship and creativity. Faculty are normally expected to hold the earned doctor's degree and to have a minimum of five years of relevant experience.

To be eligible for the rank of assistant professor, faculty members must possess strong potential for academic development. Normally, faculty are expected either to hold an earned doctor's degree or a master's degree with substantial additional academic work or work experience related to the field of expertise or to have substantial work beyond the master's degree with a minimum of five years relevant experience.

The normal educational requirements for each rank may be waived in cases where individuals have (a) made extraordinary contributions in teaching, service, or scholarship and creativity or (b) in disciplines where the earned doctorate is not commonly required for undergraduate teaching.

Tenure Regulations

Regulations for Teaching Faculty

USCS generally adheres to the standards of the American Association of University Professors regarding the rights, privileges, and benefits accorded faculty members; where university policies differ from those standards, the regulations stated herein, or as subsequently modified by the university, apply.

To promote its welfare, the university in general extends the opportunity for full-time tenure-track faculty members to become tenured. To offer the opportunity to become tenured, the university adheres to the following regulations:

New Faculty. Faculty are notified of their tenure status in their letter of appointment. New members of the faculty are informed of the tenure regulations applicable on the effective date of their appointments. Changes in tenure regulations are not applied retroactively if disadvantageous to the faculty member. Faculty members who acquire tenure are notified in writing at the time.

Probationary Period. The maximum probationary period for all full-time faculty members appointed at the rank of professor is continuous service at the rank for four years at USCS. The maximum probationary period for all full-time faculty members appointed at the rank of associate professor is continuous service at the rank for five years at USCS. The maximum probationary period for all full-time faculty members with the rank of assistant professor is continuous service in the rank for six years at USCS. The maximum probationary period at any combination of ranks is the probationary period of the faculty member's first tenure track appointment at USCS.

For the purposes of consideration for promotion and/or tenure, each year of a first semester appointment is taken to begin with the scheduled fall term, and each year of a second semester appointment is taken to begin with the previous fall term. A summer appointment is taken to begin with the subsequent fall term.

A decision is made as to the status of any tenure-eligible faculty member by the following times:

Rank	Probationary Period	Decision Date
<hr/>		
Full Professor:	4 years	end of 3rd year
Associate Professor:	5 years	end of 4th year
Assistant Professor:	6 years	end of 5th year

Review Procedures

File Submissions Prior to the Promotion and Tenure Committee

Faculty seeking promotion, tenure, or both submit their files to the appropriate school or division peer review committee. That committee has the option of recommending revisions in a candidate's file. Files are not revised after leaving the peer review committee. The peer review committee will make a specific recommendation concerning promotion and tenure which will be added to the candidate's file.

After the peer review committee has completed its work, the dean of the candidate's school adds a letter of recommendation to the file. After the dean's letter is added, the Vice Chancellor adds his or her recommendation to the file. All recommendations include written justification.

At the same time that each of these recommendations (peer review committee, dean, Vice Chancellor of Academic Affairs) is added to the file, the faculty member is given a copy of the recommendation by the evaluator. A faculty member may add to the file a written response to any recommendation. This response is forwarded by the faculty member to the next reviewer who adds the response to the candidate's file.

Faculty members not in the penultimate year of the probationary period have the option of withdrawing their files from consideration at any stage of the review process preceding submission of their file to the Promotion and Tenure committee. Such a request is made in writing to the Chair of the Committee. Faculty in their penultimate year do not have the option of withdrawing their files from consideration unless they resign from the university, in which case their files are returned to them without further consideration.

Voting. After all earlier stages of the review process are completed, the Promotion and Tenure Committee reviews files of all candidates. For the purposes of voting, a quorum is eight Committee members. To be recommended by the Committee for promotion and/or tenure, six affirmative votes are required if all nine members are present; five affirmative votes are required if eight members are present. All Committee votes are confidential unless a grievance action is taken in regard to any promotion and/or tenure action.

Committee Recommendations. After all files have been reviewed and votes taken, the Committee's

recommendation is added to the appropriate file and each candidate is notified in writing of the Committee's recommendation and the Committee's justification for its recommendation. Faculty may request a reconsideration of their cases. A candidate has the option of a personal appearance before the Committee. After evaluating any requests for reconsideration, the Promotion and Tenure Committee adds its final recommendations to the files, notifies the candidates, and forwards its recommendations to the Chancellor. Faculty members may send a written response to the Committee to be added to their files. A copy of the Committee's recommendation and all responses are sent to the Chancellor.

Chancellor's Recommendation. The Chancellor's recommendation on each case is added to the appropriate file and the Chancellor notifies in writing each candidate of his or her recommendation, including written justifications. In the event of a negative recommendation by the Chancellor, the faculty member is given written notification at least ten working days before the Chancellor's recommendation is sent to the President. The candidate may send a written response to the Chancellor. This response is added to the candidate's file. The candidate has the option of a personal meeting with the Chancellor. A copy of the Chancellor's recommendation and all responses are sent to the Vice Chancellor of Academic Affairs.

At the same time that the Chancellor notifies a candidate of his or her recommendation, a copy of the notification is sent to the Chair of the Promotion and Tenure Committee. If a recommendation from the Chancellor varies from that of the Committee, the Committee Chair receives notification of that difference from the Chancellor at least ten working days before the Chancellor's recommendation is sent to the President. The Committee has the option of adding to the file a written response addressing the Chancellor's justification. The Committee may also request a meeting with the Chancellor to discuss the difference.

No later than April 1, the files, including all recommendations and responses, are sent to the President who sends a recommendation to the Board of Trustees.

Teaching Effectiveness. Effective teaching has many manifestations. It comprises classroom instruction and a broad range of faculty-student relationships. Individual attributes may vary, and the extent to which individuals exhibit an attribute may differ, but the following traits are those which are commonly valued in a teacher: command of subject matter; familiarity with advances in one's field; organization and presentation of material in a forceful and

logical manner through the use of a variety of methods; active involvement of students in the learning process; capacity to awaken in students an awareness of the general objectives of one's discipline; ability to make one's discipline relevant to the students' lives and values; ability to guide advanced students to creative work; maintenance of a high standard of achievement among students and fairness and good judgment in grading students' performance.

The extent and skill of a faculty member's participation in the general guidance and advising of students and his or her contributions to student welfare are of importance in appraising a teacher's value to the university. A teacher's ability to communicate effectively with students is valued.

Service. Faculty members are responsible for contributing to the processes which enable the university to implement its mission. Since the faculty plays an important role in the formulation of university policies, recognition is given to faculty members who participate effectively in faculty governance and the development of institutional procedures, whether assigned or assumed voluntarily. Service by faculty to larger communities, local, state, national, and international, is valued.

Public service which leads to the advancement of a profession is considered worthy of recognition. Distinctions must be made between routine performances and high-level contributions to collegial endeavors. Additional remuneration for this kind of service shall not lessen the worth of such contribution in evaluating a candidate's performance.

Scholarship and Creativity. Demonstrated professional distinction is recognized as a criterion for promotion and tenure. Faculty members are expected to provide evidence of scholarly achievement. Such evidence varies depending upon the talents and interests of individuals and their particular fields of study. In any endeavor, the quality of the work is more important than the quantity. Each of the following is valued according to the contribution to the field: application of knowledge in one's academic field of interest to special projects, publication of scholarly books, textbooks, articles in scholarly referred journals, other publications, professional reports and reviews, and participation in projects of scholarly interest. Applied research and consultation for business, industry, government, education, and service agencies are recognized as avenues of professional development and creativity and are important aspects of scholarship in the university's service to the community. Additional remuneration for this

**kind of work shall not lessen the worth of such contribution
In evaluating a candidate's performance.**

In this context, scholarly activity (scholarship and creativity) for all the School is broadly defined. As stated in Standard I, the School of Business is a teaching unit, not a research unit. Within that context, nevertheless, we believe that there is good reason for faculty to be involved in scholarly activity. Scholarly activity is a valuable ingredient in effective teaching. It is a means to a more important end; improvement in both the overall caliber of instruction and in curricular content.

USCS views consulting as one of many forms of scholarly activity when consulting leads to either applied research for publication or to a transfer into the classroom. A prime example of transfer to the classroom is the work of Dr. Michael Jilling on statistical process control. Dr. Jilling was retained by Hoechst Celanese to develop and teach an SPC course. He later was retained to develop and teach for Milliken & Company on SPC course specifically for recent College graduates. Based on that work, Dr. Jilling first developed and later modified our course in Statistical Process Control. Dr. David Mullis is a consultant in real estate appraisal; a recent engagement was the basis for a paper entitled "Historic Publications Projects and the Tax Reform Act of 1986."

Scholarly activity, as an intellectual stimulus, is valuable in the maintenance of current thought and its delivery in the classroom. A person can better comprehend new developments in his/her discipline by participating in such developments. School faculty who are active in research insure that they are more likely to be intellectually active teachers.

Definition of Scholarly Activity for USCS

Within our current mission and scope, scholarly activity for the USCS

School of Business includes the following:

- Presented or published applied research.
- Written teaching cases which are accepted for presentation or publication.
- Publication of computer software for academic application.
- Engagements as a consultant.
- Discovery of new material through empirical research.

In order to encourage all faculty to perform such scholarly activities, the

School includes in its policies and procedures, the following:

Incentives

Explicit requirements are included within written promotion and tenure policies, as stated above. Scholarly activity is one of the regular criteria in the annual peer review and administrative performance review processes for all tenure-track and tenured business faculty. Merit salary adjustments, course reductions, grants, and sabbaticals are used to generate scholarly activity.

Support

The School provides resources to support scholarly activity in the form of secretarial assistance, access to appropriate library source materials, access to computing resources, travel monies, and sabbatical leaves.

Interaction

Interaction among and between faculty skilled in the tools needed for the conduct of research is encouraged. Presentations at national, regional, and local meetings of professional and scholarly societies are encouraged and funded as a means of interaction with other scholars. Faculty are encouraged

to seek roles as active participants in such meetings--such as by serving as session organizers, paper presenters, invited speakers, discussants, or panelists.

Channel of Publication

Results of scholarly activity may be published in academic journals, trade journals, research monographs, proceedings of professional meetings, or in a working paper series. Consulting product, when not confidential or proprietary, can be documented by the written product as delivered to the client; when the product is confidential or proprietary, abstracts of the nature of the engagement with letters of satisfaction serve as documentation. Copies of published case material, software, textbooks, monographs, proceedings, and journals document these categories of scholarly activity.

Based on information received from AACSB regarding criteria for promotion and tenure, the School of Business proposed that the criteria for eligibility for the rank of full professor be charged as follows:

"To be eligible for the rank of professor, faculty members must have a record of outstanding teaching and must also have made reasonable contributions to scholarship/creativity and service. Faculty are expected to hold the earned doctors degree or terminal degree and to have a minimum of nine years relevant experience."

This proposal was discussed and voted on at the January 29, 1993 USCS university wide faculty meeting. The proposal was defeated 46 to 49. After this vote, Dean Jerome Bennett of the School of Business appealed to the USCS faculty to support the same proposal for the Business School. This vote passed 70 to 14. Consequently, the School of Business became the only academic unit on the USCS campus to require scholarly activity for the rank of

full professor. This criteria was sent forward to the USCS Chancellor and, subsequently, to the President of the USC system. As of this writing, the President of the USC system, Dr. John Palms, is unwilling to have separate promotion criteria for the USCS School of Business. His response, sent through the Provost, is as follows:

I have received the proposed change in the USS promotion and tenure procedures for the School of Business as revised by the general faculty of USCS on January 29, 1993. Both the President and I have some concerns about the absence of a more rigorous requirement for scholarship and creativity in addition to a record of outstanding teaching. While we recognize that on a campus such as Spartanburg, such as Spartanburg, principal emphasis is and should be given to teaching, we do not believe that a set of criteria which allows service to be supplanted by scholarship and creativity is appropriate for a quality university.

We would like to go back to the faculty of USCS and ask that a general requirement be instituted that in addition to excellence in teaching some evidence of quality must be demonstrated in the area of scholarship and creativity, as well as service to the university in the profession. We can be somewhat lenient on levels of productivity, given teaching loads, but I do not believe we should compromise on the evidence of quality.

Thus, we are not prepared to forward the proposed changes for the School of Business to the Board of Trustees at this time. Perhaps this would be a good time to begin a dialogue with the Faculty Senate of USCS for both President Palms and myself to talk about these issues of expectations of faculty with regard to criteria for promotion and tenure.

3. Describe your procedures for evaluating instruction and maintaining teaching effectiveness.

Teaching is top priority at USCS. Teaching effectiveness is evaluated by the Dean annually. The evaluation is based upon a review of course syllabi and final exams as well as any teaching materials or additional information the faculty member submits. The School of Business uses a USCS standardized instructor course evaluation form which is completed by students for each course taken. These forms also are used by the Dean in evaluations of

teaching and in providing feedback to faculty for self-development. An additional evaluation and feedback procedure is that of a Peer Review Committee which evaluates faculty based upon performance both in and out of the classroom and provides feedback to each faculty individually.

These evaluations serve as the basis for decisions concerning promotion and tenure, pay raises, and continued employment.

Additional aspects under teaching effectiveness, which are relevant to the evaluation of instruction are noted below.

Advising of students regarding course schedules and progress toward graduation is an important faculty responsibility. Many of our students are part-time. Many of our students drop out for an occasional semester to earn money to continue their education. As a consequence, they need continuing advice to keep a track and to identify prerequisites. Unfortunately, the large number of business majors results in a student to advisor ratio of approximately 75:1. At registration time, students now schedule 30 minute conferences with their advisor to address these concerns. During 1990-91, a pilot survey of students was made to assess student opinions concerning the three separate processes of advising, counseling, and registration. As a consequence of that survey, the faculty decided to increase advising appointments to 30 minutes and to do the advising the week before registration rather than during registration.

Graduating students meet individually with the Dean for Exit Interviews. Interview times range from 15 minutes to 60 minutes. Students are asked to comment from the perspective of four plus years of experience in the system. They are asked to identify procedures which should not be changes because they work well and procedures which should be changed to improve the educational experience. As an example, in the Spring of 1991, comments

confirmed that recent changes in advising and registration have improved those processes.

As an aid in student advising, student files and plan sheets were redesigned in 1989. The file folder is divided into four sections with papers permanently secured in the following manner.

Section 1	Record of academic work showing prior courses and grades. Transcripts of transfer students.
Section 2	Advising record, plan sheet, official school record of grades.
Section 3	Copies of registration forms
Section 4	Correspondence, approved requests from student, placement test information.

When the advisor opens the file, he sees Section 1 and Section 2 before him. All relevant data is immediately visible for advising. A color tab on the file indicates Upper Division approval if that approval has been given. Historical documents can be found, if needed, by turning to Sections 3 and 4.

As an indication of the commitment of the School of Business to maintaining teaching effectiveness one professor was denied tenure because of his inability to demonstrate the level of teaching effectiveness expected of this school's faculty.

4. State the normal faculty teaching loads in terms of semester (quarter or trimester) credit hours and indicate how they are determined.

All faculty members normally teach 24 credit hours per year (12 credit hours of undergraduate courses per semester). Because of assigned administrative responsibilities, some faculty members teach fewer hours. The Dean teaches one course per semester. The Director of the CECD, Dr.

Hastings, teaches two courses per semester. The Assistant Dean teaches two courses per semester.

The Dean can, under certain circumstances, make course load reductions with the approval of the Vice Chancellor of Academic Affairs. In the Fall 1990, for instance, four faculty received one course reductions for research projects.

5. Describe your policy relative to outside teaching and other employment and consulting by your faculty and administrative staff. Describe how this policy is implemented.

The policy toward outside teaching and other employment including consulting, is set forth on page 16 of the Faculty Manual, within the section captioned "Terms of Employment" as follows:

A member of the University staff may be permitted to do professional work of an expert character and to receive pay there from when the work in question contributes to the professional development of the faculty member. No such outside work shall be undertaken except on the prior approval of the Dean of the School, the Vice Chancellor of Academic Affairs, and the Chancellor of USCS. The University reserves the right to declare a conflict of interest at any time . . .

Employment and compensation [from the University] in excess of an employee's regular salary for temporary, part-time, contractual, honorarial, or consultative service is considered dual employment and must be approved by the State Budget and Control Board.

Faculty members have generally been given approval, upon request, for consulting on a one academic day per week basis. Approval is denied for persons seeking to teach for another institution.

6. Describe your faculty development policies and practices.

Faculty development both in and out of the classroom is encouraged by the criteria used in the administrative review, the peer evaluation, and the promotion and tenure process. Additionally, each faculty member develops a

faculty development plan in conference with the Dean annually. These plans consider the individual faculty member's needs as well as the objectives of the School of Business.

The most recent step in the evolution of the School's faculty development program is a series of workshops started in Fall 1989, patterned after the Georgia State/Bell South Master Teacher Workshop. Dr. Oglesbee, who attended that workshop in Summer 1989, is the program leader for our School. Topics he covered in Fall 1989 and Spring 1990 sessions included the following:

- Educational philosophies
- Levels of Learning
- Teaching styles
- Learning objectives
- Teaching methods
- Presentation techniques
- Testing strategies

In 1991, sessions focused on curriculum development. Dr. Barbara Hastings, who attended the Georgia State/Bell South Master Teacher Workshop in Summer 1990, assisted in these presentations.

In April, Dr. Hastings conducted a University-wide Master Teachers Workshop attended by three School of Business faculty and 12 other university faculty. In December 1991, Dr. Lilly Lancaster attended the Georgia State/Southern Bell Master Teacher Workshop. Subsequently, Dr. Lancaster developed course objectives, following the Georgia State model, for SBAD 372 and SBAD 474. The objectives for SBAD 372 were shared with Dr. Steve Berry who will further refine them in the Fall of 1993. Course objectives have also been developed by Dr. Oglesbee and other accounting faculty for SBAD 225 and 226 following the Georgia State model.

Sabbatical leaves and leaves without pay are granted for faculty development. The following sabbatical policy was approved by faculty senate on April 30, 1993:

Sabbatical Policy

Sabbatical Leave. Sabbatical leaves are intended to allow full-time faculty members relief from normal duties in order to pursue significant projects designed to improve their capabilities as scholars and teachers and hence to increase their future contribution to the mission of USCS. Sabbatical leaves are designed to permit faculty members to achieve educational goals which could be reached only over an extended period of time if pursued under the demands of regular university duties. Consequently, recipients of sabbatical leave are to be separated from all university duties during the leave.

A sabbatical leave provides one-half pay for a full academic year, or full pay for one-half of an academic year. Before beginning a sabbatical leave, faculty members should contact the Personnel Office for information on the continuation of retirement, insurance plans, and other employee benefits during the period of sabbatical leave. Annual leave is not accrued by twelve-month faculty while they are on sabbatical leave.

Requirements. To be considered for sabbatical leave, a faculty member must be a tenured associate professor/librarian or professor/librarian with six or more years of full-time service and must be eligible to serve for a reasonable period following completion of leave, under no circumstances for less than one year. If the faculty member does not choose to return for whatever reason, he or she is liable to USCS for the full amount paid to him or her during the period of sabbatical leave, USCS will not exercise its right of repayment.

Evaluative Criteria. Sabbatical proposals will be evaluated on the basis of the following criteria: 1. contribution of the projected outcomes to the knowledge of the faculty member's discipline; 2. appropriateness of methodology (or other means of achieving sabbatical objectives); 3. feasibility of the projected time frame; and 4. number of years service at USCS and number of years since last sabbatical leave.

Procedures. A faculty member requesting sabbatical leave will submit a written proposal to the Peer Review Committee by February 1. Addressed to the Vice chancellor

for Academic Affairs, the proposal will be limited to no more than five pages and will include a statement of purpose/rationale, a description of the methodology to be used (or other means of achieving sabbatical objectives), a budget (if applicable), a statement of planned outcomes for the sabbatical, and a projected timeline for the sabbatical project. The faculty member's vita will accompany the proposal. Peer Review Members whose proposals are being considered must disqualify themselves from participation in any proposal review.

The Peer Review Committee will forward the proposal with an evaluation and a recommendation to the faculty member's evaluating administrator and/or dean for recommendation. By March 1 the dean will rank the proposals in order of priority based on the published criteria (see above). Those whose proposals are not recommended will be notified in writing of the reasons for that decision by the dean within five working days. All proposals will be forwarded to the University Sabbatical Review Committee, a committee consisting of one representative not currently requesting or returning from sabbatical from each school or division, which will review and rank the sabbatical proposals according to the published criteria. Appropriate written recommendations will be forwarded to the Vice Chancellor for Academic Affairs by March 15. The Vice Chancellor for Academic Affairs will then make recommendations to the Chancellor for granting sabbatical leaves of absence, and will notify those requesting sabbaticals of the status of their requests within five working days of the March 15 deadline.

The number of sabbatical leaves granted each year would normally be at least 5% of the entire faculty. Each school or division may have no more faculty members on sabbatical leave in any academic year than is determined by reference to the following table:

<u>Number of Faculty Eligible</u>	<u>Number of Leaves Available Pending Funds</u>
7	1
8-14	2
15-21	3
22-28	4

Within two months after the end of the sabbatical, the recipient will submit to the Sabbatical Review Committee a detailed written report which includes documentation of the activity for which leave was granted. The Sabbatical Review Committee reserves the right to return the report to the sabbatical recipient for further documentation. The Sabbatical Review Committee will forward the report to the

Vice Chancellor for Academic Affairs recommending acceptance or non-acceptance. All sabbatical reports will be filed in the archives of the USCS Library.

Financial incentives for research and publication exist. The Carolina Venture Fund and the Productive Scholarship and Faculty Development Fund provide faculty with financial support for research. In allocating travel monies, priority is given to faculty members who plan to present papers at professional conferences.

7. Describe the formal activities that maintain and enhance the intellectual capital of every faculty member.

Every member of the faculty participates in activities which enhance intellectual capital. A wide variety of activities are formally supported. A partial listing of such support is as follows:

- a. Support for presentation of papers at professional meetings.
- b. Enrollment at workshops such as the Master Teacher Workshop at Georgia State University.
- c. Enrollment at seminars such as Internationalizing the Business School Curriculum at the University of South Carolina at Columbia.
- d. Papers presented to colleagues at Faculty Forum sessions on campus held monthly.
- e. Release time for research and publication.
- f. Summer faculty internships.

B. ACADEMIC STAFF CHARACTERISTICS**1. Profile of the full-time faculty - Fall, Self-Study Year**

Prepare Table III, B, 1, portraying the following:

In column 1, distribution of all faculty having full-time appointments in your business unit by appointment category (e.g., full professor, associate professor, etc.) and field of teaching. In column 2, distribution of full-time doctorally qualified faculty by appointment category and field of teaching (footnote entries identifying the number of faculty represented in each category as reflected in III, B, 3, a, b, and c below.) **Adjust** table to reflect the basic fields of instruction taught by your faculty. Avoid the use of departmental designations or other designations which tend to group fields.

Table III, B, 1**Full-Time Faculty by Basic Fields of Teaching**

List by Appointment Category	Accounting		Economics/Finance		Information Management		Management		Marketing		Total	
	Total	Doctorate	Total	Doctorate	Total	Doctorate	Total	Doctorate	Total	Doctorate	Total	Doctorate
Professor	2	2	2	2	1	1	1	1	2	2	8	8
Associate Professor	1	1	3	3	0	0	2	2	0	0	6	6
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	2	0	0	0	1	0	0	0	0	0	3	0
Distinguished Lecturer	0	0	0	0	0	0	1	0	0	0	1	0
Total by Fields	5	3	5	5	2	1	4	3	2	2	18	14

*Do not include joint appointments and central administration personnel who are not full-time in your business unit but who may count in entry (8) of Table III, C, 1, Computations. Also do not include faculty on leave, but separately list them by appointment category and subject field. Footnote visiting faculty. Reconcile in a footnote any differences between this total and the total reported in Table III, C, 1, Computations, entry (8).

2. Profile of part-time faculty - Fall, Self-Study Year

Prepare Table III, B, 2 portraying the number of part-time faculty (head count):

In column 1, distribution of all faculty having part-time appointments in your business unit by appointment, category and field of teaching. In column 2, distribution of part-time doctorally qualified faculty by appointment category and field of teaching (footnote entries identifying the number of faculty represented in each category as reflected in III, B, 3 a, b, and c below.) **Adjust** table to reflect the basic fields of instruction taught by your faculty. Avoid the use of departmental designations or other designations which tend to group fields.

Table III, B, 2**Part-time Faculty by Basic Fields of Teaching**

List by Appointment Category	Accounting		Economics/Finance		Information Management		Management		Marketing		Total	
	Total	Doctorate	Total	Doctorate	Total	Doctorate	Total	Doctorate	Total	Doctorate	Total	Doctorate
Professor	0	0	0	0	0	0	0	0	0	0	0	0
Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	1	0	1	1	0	0	2	1	0	0	4	2
Lecturer	0	0	0	0	0	0	0	0	0	0	0	0
Total by Fields	1	0	1	1	0	0	2	1	0	0	4	2

3. Identify those faculty for whom the following situations apply and provide a narrative discussion for each as requested:
- a. For each full-time and part-time faculty member whose data sheet indicates that the doctorate is earned in a field other than the principal field(s) of instruction, show how the faculty member's record of scholarly productivity evidences research capability in the appropriate field.

Dr. Elbert Menees received his Ph.D. in Management Science from the University of South Carolina. Dr. Menees teaches MIS courses. MIS courses in the doctoral program are taught in the Management Science program at USC, but few such courses were offered when Dr. Menees received his degree in 1976.

In his doctoral program, Dr. Menees' course work was in the following area:

Economics	15 hours
Operations Research and Quantitative Methods	15 hours
Behavioral Science	12 hours
Marketing Management	6 hours

His qualifications in MIS are based on:

- An earned doctorate in business.
- Significant work experience of high quality in the MIS field.
- Fifteen years of teaching in the MIS field.
- Attendance at the AACSB Advanced Information Systems Faculty Development Institute.
- A growing record of scholarly productivity evidencing research capability in the MIS field.

Dr. Menees was a Systems Analyst for Milliken & Co. for four years. Milliken received national recognition in 1966 when it opened its Management Information Center (MIC) in Spartanburg where it processes on a centralized basis all production and accounting data for

its 50 textile plants; Dr. Menees was intensively involved in the completion and enhancement of that MIC from 1971-1976, immediately after the completion of his doctoral course work.

Dr. Menees joined USCS in 1976. He has taught MIS courses every year since that date. In one course, SBAD 490, students design, program and implement a system for a local not-for-profit organization. This work is greatly appreciated by "clients" because it is functional and is used. A sample listing of projects includes the following:

Patient Tracking for Radiation and Oncology Department,
Spartanburg Regional Medical Center

Accounting System for Episcopal World Mission, Inc. of
Rutherfordton, NC.

Membership Records System, Educational Television
Endowment Foundation of South Carolina, Spartanburg.

Statistical Data Collection and Reporting System for Council on
Sexual Assault, Spartanburg.

As for teaching competence, Dr. Menees regularly receives high ratings from his students and from employers of those students. In support of Dr. Menees' promotion to Professor in 1987, one of his colleagues said it best: "I have worked alongside Bert for the past 12 years; We have had adjoining offices for the last 6 years. If student opinions mean anything, Bert is an outstanding and reliable teacher. I hear it constantly from our graduates; I probably talk to more alumni than anyone on this campus. Alumni are not reluctant to tell you their true feelings." While years of teaching are not directly relevant to an assessment of doctoral equivalence, good teaching goes directly to the

issue of competent faculty, the true issue at the heart of considerations of qualified faculty coverage of teaching fields.

Beyond the classroom, Dr. Menees has established a reputation as a qualified, competent consultant to small businesses in need of MIS systems. He has more than fifty clients for his services. The primary focus of his work is feasibility studies for hardware and software, mini computer installation, software implementation, and client training.

Dr. Menees attended the AACSB Information Systems Advanced Faculty Development Institute in Bloomington, Indiana, July 6 - 27, 1986. He was exempted from the initial Institute based on the experience described above. Dr. Menees found the Institute to be an extremely positive experience. He has built on the introduction to a new 4GL product, DATAEASE, by introducing the software to his advanced classes and by integrating DATAEASE into his research.

Before attending the Institute, Dr. Menees was not an active researcher. In the four years since, he has rediscovered the excitement and the satisfaction of research, presentation, and publication. His recent research activity includes the following:
Workshop presentation: "A Course Forecasting Model Using Dataease," International Conference of the International Business Schools Computer class group, Hersey, PA, 1990.

Proceedings: "Prototyping with Dataease," Proceedings of the International Business Schools Computer Users Group,

Hershey, PA. July 1990.

Proceedings: "Forecasting Course Demand - A Decision Support Model for Colleges and Universities," Proceedings of the Computers on Campus Annual Conference. Columbia, SC, November 1989.

Sabbatical Projects 1990: Development of an operational course forecasting model for the School of Business, using Dataease;

Survey of employers' opinions of computer-related skills which business students should possess upon graduation.

Dr. Menees has clearly demonstrated a research and a teaching capability in the MIS field, a capability relevant to the Mission of our School.

- b. For each full-time and part-time faculty member whose data sheet indicates that the doctorate is earned in a field other than the principal field(s) of instruction, and whose record of scholarly productivity does not at this time evidence research capability in the appropriate field, but who is engaged in a program leading to the development of research competence, describe the nature of the program and progress made to date.

None

- c. For each full-time and part-time faculty member **not** possessing a doctoral degree who has been counted in the doctoral measures of Standard III, based on his/her extensive professional involvement and demonstrated research capability, explain the faculty member's inclusion in the doctoral measures based on his/her continuing record of relevant scholarly output and effectiveness as a teacher in the appropriate fields.

One professor at the School who does not possess an earned doctorate in his field does, however, possess outstanding work experience and practical, applied scholarly activity. Given the Mission of our School, this person should be considered doctorally qualified to teach Policy, Organization Theory, and Ethics. While we have not so

counted him, we nevertheless wish to present an argument that he could have been so counted.

Robert R. Pauley is that person. His appointment is as Distinguished Lecturer, and he has his MBA from Harvard University. He has an outstanding career in very senior management positions. In 1966, Curry College conferred on Pauley an Honorary Degree, Doctor of Science. In recognition of his outstanding classroom performance and his degree from Curry, we accord to him the title, Dr. Pauley, although technically not earned academically.

He has a depth of administrative, strategic planning, and implementation experience as President of ABC Radio, President of the Mutual Broadcasting System, and Vice President of Finance of E. F. Hutton, among other executive positions. He has excellent teaching skills, as his student evaluations and faculty peer evaluations attest. As for scholarly activity, Pauley is a much sought after consultant, effectively an applied "peer-review" of the highest caliber. He has made many presentations and speeches to a wide range of professional organizations. This combination of experiences make Robert Pauley an outstanding teacher of corporate policy/strategy, of organization theory, and of ethics.

Corporate Experience

Pauley's greatest demonstrated strengths have been in building strong, efficient, creative businesses, in selecting and administering a staff comprised of several hundred employees, and in the introduction of several new concepts to the media industry.

In 1943, Pauley entered officer training in the U.S. Maritime Service, after leaving Harvard, to serve his country. He rose to the rank of Lieutenant and was sailing as one of the youngest chief staff officers in the U.S. Merchant Marine. After leaving the service, Pauley entered a family business in magazine publishing; he left in 1949 to enter the Harvard Business School. Although Pauley holds no undergraduate degree, he was accepted by and holds an MBA from Harvard; he is one of a very few exceptional students without a degree to be admitted to the Harvard Business School.

In 1953, Pauley moved into national network sales with NBC where he distinguished himself by selling the first three commercial accounts for NBC's Monitor and by, as the youngest account executive, acquiring more new business for the network than anyone else on the staff at NBC. Tempted to ABC in 1957, he soon became the highest paid commission salesman in the network's history and was quickly promoted to Sales Manager and, about one year later, to Vice President.

Fifteen months later in April 1960, Pauley was named president of the ABC Radio Network and remained its president until September 1967. He was, at that time, the youngest president of any national radio or TV network.

ABC Radio Network had shown a steady decline under the administration of five previous presidents. Pauley retrieved a failing business, reversed its established trend, and increased the share of market from 17% to 35%. Income increased 270% under Pauley's presidency. During this same period, all other radio networks showed a

decline and the industry itself grew little, the total industry growth being provided by ABC. ABC's growth was the largest relative increase in the entire history of the network industry, radio or TV, up to that time.

In designing a product and policy to appeal to both the public and its affiliated stations, ABC, under Pauley, enjoyed great success, rising from a tie for last place to first place both in national ratings and in the top markets, a feat never before accomplished in radio or TV network management. In all, 74 new affiliates were added, plus the Inter-Mountain network. Mr. Pauley attributes much of this outstanding success to the vastly increased quality of new product, mostly news, created under his guidance plus totally effective administration of the business.

During this ten year tenure at ABC, Pauley wrote many articles and was invited to speak at many functions where his business philosophy and ideals were voiced. Much of this material was reproduced and broadcasted by independent sources.

Pauley served as a director of the National Association of Broadcasters, the industry's policy making board, for nine years, another record. He was recognized for his leadership by being elected "Man of the Year" or runner-up in his industry by his peers for six consecutive years, an honor never accorded anyone else in any industry.

When Pauley left ABC, he embarked upon a plan to establish an independent news service for the non-affiliated TV stations of America, a goal, which he had cherished for some time. He was founder, Chairman and President of Independent Broadcasting

Company, Inc., and invested money and several months in what proved to be an unsuccessful attempt to establish a "start-up" venture.

Pauley returned to radio as President of Mutual Broadcasting System, Inc., where his tenure saw vast improvements in news programming with a resultant affiliate acceptance reflected in a station count going from 480 to 535 in a year. This was in face of new and severe competition in the field of news service to independent and affiliate stations.

After Mutual Broadcasting, Pauley, was,

- a. President and joint venture participant with Coaxial Communications, Inc., Sarasota, Fla. in founding of Cablenet International Corporation, and Cablenet News, York City. He set up 14 video channels, 60 audio channels, studio equipment, promotion, and merchandising concepts.
- b. Founder, National Black Network, Inc., New York City. Conceived and set up international network radio news service for black oriented stations in America. He wrote presentations to the financial community, established budgets, developed operational guides, and hired staff, mostly black.
- c. Founder and Chairman, Television News, Inc., New York City. This was the first live, line-fed television news service for independent stations. He set up bureaus, budgets, personnel, and made presentations for the financial community.

Pauley then, in 1971, joined E. F. Hutton, Inc. He became Vice President, of Corporate Finance. As such, he completed major financing, mergers, and acquisitions in newspaper, television, and radio as well as in unrelated businesses. He was responsible for origination and consummation of all sides of the sale of Carter Publications which was then the largest transaction in the history of that industry.

After leaving E. F. Hutton in 1981, Pauley resumed his consultant career:

- a. Evergreen Energy Corporation, Waltham, Mass., a new company developing technology for alternate fuels. Texaco and Elf Aquitaine were development and finance partners. Pauley's duties were financial advisory, corporate structuring and marketing advisory.
- b. ABA Productions, Inc., Shelby, N.C., an independent film production company making feature length theatrical movies and television specials. Pauley's duties were financial advisory, corporate structuring and the marketing of non-theatrical world rights.
- c. ShareAmerica, Inc., New York, a new company placing financial services in savings and loan institutions. His duties were marketing advisory.

As early as 1958, Pauley's research interests recognized the threat of pollution to our environment. Pauley campaigned, wrote articles and delivered speeches on the subject of air and water

pollution. He was one of the first Trustees of the Environmental Health Foundation, which later became the American Health Foundation.

He serves as an honorary Trustee of Curry College in Milton, Massachusetts, a four year liberal arts college founded in the last century to stimulate communications arts. He is a Trustee of the Foundation to Improve Television, a group of distinguished citizens whose objective is to curtail fictionalized violence and horror in television programs.

His scholarly activity over a long period of years includes the following:

- a. Virginia Association of Broadcasters, Virginia Beach, Virginia, "RADIO, A REFLECTION AND A DEDICATION."
- b. Statement before Special Subcommittee on Investigations House Committee on Interstate and Foreign Commerce, Washington, D.C.
- c. The Annenberg School of Communications, University of Pennsylvania, Philadelphia, PA Guest Lecturer
- d. American Women in Radio & Television, San Antonio, Texas "COURAGE, CREATIVITY & CHARACTER"
Curry College Commencement Address, Milton, Mass.
- e. Advertising, Sales Executive and Rotary Clubs of Shreveport, Louisiana, "COMMUNICATIONS: THE BACKBONE OF UNDERSTANDING"
- f. AAAA, Western Region, Pebble Beach, California, "THE MAGIC MARKETS"

- g. Hollywood Ad Club, "TWENTIETH CENTURY RESEARCH"
- h. San Francisco Ad Club, "RESEARCH OF THE FUTURE IN RADIO"
- i. Advertising Club and Cleveland Chamber of Commerce, Cleveland, Ohio, "BUSINESS AND ADVERTISING IN A FREE ECONOMY"
- j. Sales and Marketing Executives Club of Jackson, Mississippi "THE STATUS OF THE AMERICAN SALESMAN AS AN ENTREPRENEUR"
- k. Schick National Sales Meeting, LaCosta Resort & Country Club, Carlsbad, California, "ADVERTISING AGE CREATIVE WORKSHOP"
- l. Schick National Sales Meeting, Edgewater Beach Hotel, Chicago, "EFFECTIVE AND INEFFECTIVE RADIO COMMERCIALS"
- m. Seattle Ad Club, Luncheon at Washington Athletic Club Seattle, Washington, "THE YANKELOVICH STUDY, A CLUE TO THE BETTER USE OF RADIO"
- n. Harvard Business School Uptown Luncheon Meeting, Belmont Plaza Hotel, N.Y.C. "THE MAKING OF A PRESIDENT 1967", - Panel Discussion
- o. Industrial Management Club, Waterville, Maine, "NON-PERCEPTION OF OUR ENVIRONMENT"
- p. Maine Association of Broadcasters, Annual Meeting, Bath, Maine "FREEDOM IN NEWS REPORTING"

In 1985, Pauley moved to the Spartanburg area and joined our faculty. He holds a joint appointment with the School of Humanities and Science in which he teaches one course per semester in journalism.

Pauley is a truly exceptional teacher. His vast experience makes policy, organization, and ethics case studies become alive and exciting for his students. He is always rated by students as one of the very best professors on the USCS faculty. As stated earlier, given the Mission of our School, Pauley would appear to meet relevant considerations for terminal credentials based on other than strictly academic work.

4. Distribution of full-time doctoral faculty by institutions conferring degree (for the fall term, Self-Study Year).

<u>Institution Conferring the Degree</u>	<u>Number (specify if other than PhD)</u>
Emory University	1 (LLM-Tax)
Georgia State University	1 (DBA)
Mississippi State University	1 (DBA)
North Carolina State University	1
University of Georgia	1
University of Massachusetts	1
University of North Texas	1
University of South Carolina	4
University of Tennessee	2 (1 Ph.D., 1 DBA)
Virginia Polytechnic Institute and State University	1
TOTAL	14

C. ACADEMIC STAFF DATA

1. Characteristics and Qualifications of Faculty

Complete three Tables III, C, 1:

- (1) one table covering your faculty for the fall term of the academic year preceding self-study year;

- (2) one table covering your faculty for the fall term of the year of self-study;
- (3) one table **estimating** your faculty resources for the fall term of the year of visitation.

Special note: The applicant school is expected to provide actual data for the fall term of the visit year for the team's inspection and provide a copy to the AACSB Office.

The intent of Tables III, C, 1 is to portray all persons with teaching, research, and academic administrative responsibilities in the business unit, employing the definitions of Section III, A of the Standards. (Do not portray those who are on leave during the terms covered by Table III, C, 1.)

Also complete separate Tables III, C, 1 prepared per the above instructions, also prepare a Table III, C, 1, Computations.

Table III, C, 1**Fall 1991 Unit(s) covered: School of Business**

1	2	3	4	5	6	7	8	9
FACULTY Full-time faculty, by name and highest earned degree (see Standard III, A, 1 a). List alphabetically by field and appointment category	Primary Field of Degree	Primary Field of Teaching and Research	Percent each is of full-time	FTE Summations	For Persons with Doctorates, repeat Column 4 entry here	FTE Summations with Doctorates (from Column 6)	For Persons with Professional and/or Masters degrees, repeat Column 4 entry here	FTE Summations with Professional and/or Masters Degree (from Column 8)
ACCOUNTING/TAX/LAW								
<u>Full Professor</u>								
Bennett, J.V. PHD MBA CMA	ACCT.	ACCT.	1.00		1.00			
Drucker, M. LLM JD MAPA CPA	LAW/ TAX	LAW/ TAX	1.00		1.00			
Pate, J. PHD MS CPA	ACCT.	ACCT.	1.00		1.00			
<u>Associate Professor</u>								
Oglesbee, T.W. PHD MBA	ACCT.	ACCT.	1.00		1.00			
<u>Instructor</u>								
Clary, D.H. EDD MBA	ACCT.	ACCT.	.25				.25	
Shough, J.S. MACC CPA	ACCT.	ACCT.	1.00				1.00	
INFORMATION MGT.								
<u>Full Professor</u>								
Menees, E.L. PHD MBA	IM	IM	1.00		1.00			
<u>Instructor</u>								
Yates, D. W. MBA	IM	IM	1.00				1.00	

ECONOMICS/FINANCE							
<u>Full Professor</u>							
Bailey, D. PHD MA	ECON	ECON	.50		.50		
Jilling, M. PHD MA	ECON	ECON	1.00		1.00		
<u>Associate Professor</u>							
Mullis, D.L. DBA MA	FIN	FIN	1.00		1.00		
Reese, J. PHD	ECON	ECON	1.00		1.00		
Rook, S.P. PHD ME	ECON	ECON	1.00		1.00		
MANAGEMENT							
<u>Associate Professor</u>							
Berry, S.E. PHD MBA	MGT.	MGT.	1.00		1.00		
Hastings, B. PHD MBA	MGT.	MGT.	.50		.50		
<u>Assistant Professor</u>							
Lancaster, L.M. PHD MS	MGT.	MGT.	1.00		1.00		
<u>Distinguished Lecture</u>							
Pauley, R. R. MBA	MGT.	MGT.	.75				.75
<u>Instructor</u>							
Lipscomb, M. MBA	MGT.	MGT.	.25				.25
MARKETING							
<u>Professor</u>							
Gunter, T. DBA MBA	MKT.	MKT.	1.00		1.00		
<u>Visiting Professor</u>							
Cunningham, William PhD.	MKT.	MKT.	1.00		1.00		
Sub Totals for Full-Time Faculty				17.25		14.00	3.25

Table III, C, 1

Fall 1991 Unit(s) covered: School of Business

1	2	3	4	5	6	7	8	9
FACULTY <u>Part-time faculty</u> , by name and highest earned degree (see Standard III, A, 1 a). List alphabetically by field and appointment category	Primary Field of Degree	Primary Field of Teaching and Research	Percent each is of full-time	FTE Summations	For Persons with Doctorates, repeat Column 4 entry here	FTE Summations with Doctorates (from Column 6)	For Persons with Professional and/or Masters degrees, repeat Column 4 entry here	FTE Summations with Professional and/or Masters Degree (from Column 8)
ACCOUNTING/TAX/LAW <u>Instructor</u> *Theiss, Lynn MBA, CPA	Acct.	Acct.	.50					
Sub Totals for Part-Time Faculty				.50				
Grand Totals				17.25		14		3.25

*Lynn Theiss completed semester for Dr. John Pate who went on sick leave. Our number of faculty did not increase.

1	2	3	4	5	6	7	8	9
FACULTY <u>Full-time faculty</u> , by name and highest earned degree (see Standard III, A, 1 a). List alphabetically by field and appointment category	Primary Field of Degree	Primary Field of Teaching and Research	Percent each is of full-time	FTE Summations	For Persons with Doctorates, repeat Column 4 entry here	FTE Summations with Doctorates (from Column 6)	For Persons with Professional and/or Masters degrees, repeat Column 4 entry here	FTE Summations with Professional and/or Masters Degree (from Column 8)
ACCOUNTING/TAX/LAW <u>Full Professor</u> Bennett, J. V. PHD MBA CMA Drucker, M. LLM JD MAPA CPA	ACCT.	ACCT.	1.00		1.00			
	LAW/ TAX	LAW/ TAX	1.00		1.00			
<u>Associate Professor</u> Oglesbee, T.W. PHD MBA	ACCT.	ACCT.	1.00		1.00			
<u>Instructor</u> Clary, D. EDD MBA Scott, Richard MBA, CPA Shough, J.S. MACC CPA	ACCT.	ACCT.	.25				.25	
	ACCT.	ACCT.	1.00				1.00	
	ACCT.	ACCT.	1.00				1.00	
INFORMATION MGT. <u>Full Professor</u> Menees, E. L. PHD MBA	IM.	IM.	1.00		1.00			
<u>Instructor</u> Yates, D. MBA	IM.	IM.	1.00				1.00	

ECONOMICS/FINANCEFull Professor

Bailey, D. PHD MA	ECON	ECON	.50	.50			
Jilling, M. PHD MA	ECON	ECON	1.00	1.00			

Associate Professor

Mullis, D.L. DBA MA	FIN	FIN	1.00	1.00			
Reese, J. PHD	ECON	ECON	1.00	1.00			
Rook, S. P. PHD ME	ECON	ECON	1.00	1.00			

MANAGEMENTFull Professor

Hastings, B. PHD MBA	MGT	MGT	1.00	1.00			
-------------------------	-----	-----	------	------	--	--	--

Associate Professor

Berry, S. E. PHD MBA	MGT	MGT	1.00	1.00			
Lancaster, L.M. PHD MS	MGT	MGT	1.00	1.00			

Distinguished Lecturer

Pauley, R. R. MBA	MGT	MGT	.75			.75	
----------------------	-----	-----	-----	--	--	-----	--

MARKETINGFull Professor

Gunter, T. H. DBA MBA	MKT	MKT	1.00	1.00			
Tanyel, F. I. DBA MBA	MKT	MKT	1.00	1.00			

Sub totals for Full-Time
Faculty

18.00 14.00 4.00

Table III, C, 1**Fall 1992 Unit(s) covered: School of Business**

1	2	3	4	5	6	7	8	9
FACULTY <u>Part-time faculty</u> , by name and highest earned degree (see Standard III, A, 1 a). List alphabetically by field and appointment category	Primary Field of Degree	Primary Field of Teaching and Research	Percent each is of full-time	FTE Summations	For Persons with Doctorates, repeat Column 4 entry here	FTE Summations with Doctorates (from Column 6)	For Persons with Professional and/or Masters degrees, repeat Column 4 entry here	FTE Summations with Professional and/or Masters Degree (from Column 8)
MANAGEMENT <u>Instructor</u> Anderson, R. PhD Frye, D. MBA	MGT. MGT.	MGT. MGT.	.25 .50		.25			
Sub Totals for Part-Time Faculty				.75				.25
Grand Totals				18.75		14.25		4.5

Table III, C, 1**Estimated Fall 1993 Unit(s) covered: School of Business**

1	2	3	4	5	6	7	8	9
FACULTY <u>Full-time faculty</u> , by name and highest earned degree (see Standard III, A, 1 a). List alphabetically by field and appointment category	Primary Field of Degree	Primary Field of Teaching and Research	Percent each is of full-time	FTE Summations	For Persons with Doctorates, repeat Column 4 entry here	FTE Summations with Doctorates (from Column 6)	For Persons with Professional and/or Masters degrees, repeat Column 4 entry here	FTE Summations with Professional and/or Masters Degree (from Column 8)
ACCOUNTING/TAX/LAW <u>Full Professor</u> Bennett, J.V. PHD MBA CMA Drucker, M. LLM JP NAPA CPA Menees, E. L. PHD MS MBA <u>Associate Professor</u> Oglesbee, T.W. PHD MBA <u>Assistant Professor</u> Clary, D. EDD MBA <u>Instructor</u> Shough, J.S. MACC CPA Yates, D. MBA	ACCT. LAW/ TAX IM ACCT. ACCT. ACCT. ACCT. IM.	ACCT. LAW/ TAX IM ACCT. ACCT. ACCT. IM.	1.00 1.00 1.00 1.00 1.00 1.00 1.00		1.00 1.00 1.00 1.00 1.00 1.00			1.00 1.00

ECONOMICS/FINANCEFull Professor

Bailey, D. PHD MA	ECON	ECON	1.00	1.00			
Jilling, M. PHD MA	ECON	ECON	1.00	1.00			

Associate Professor

Mullis, D.L. DBA MA	FIN	FIN	1.00	1.00			
Reese, J. PHD	ECON	ECON	1.00	1.00			
Rook, S.P. PHD ME	ECON	ECON	1.00	1.00			

MANAGEMENTFull Professor

Hastings, B. PHD MBA	MGT.	MGT.	1.00	1.00			
-------------------------	------	------	------	------	--	--	--

Associate Professor

Berry, S.E. PHD MBA	MGT.	MGT.	1.00	1.00			
Lancaster, L.M. PHD MS	MGT.	MGT.	1.00	1.00			

Distinguished Lecture

Pauley, R. R. MBA	MGT.	MGT.	.75			.75	
----------------------	------	------	-----	--	--	-----	--

Instructor

Lipscomb, M. MBA	MGT.	MGT.	.25			.25	
---------------------	------	------	-----	--	--	-----	--

MARKETINGProfessor

Gunter, T. DBA MBA	MKT.	MKT.	1.00	1.00			
Tanyel, F. DBA MBA	MKT.	MKT.	1.00	1.00			

Sub Totals for Full-Time
Faculty

18.00 15.00 3.00

Table III, C, 1Estimate Fall 1993 Unit(s) covered: School of Business

1	2	3	4	5	6	7	8	9
FACULTY <u>Part-time faculty</u> , by name and highest earned degree (see Standard III, A, 1 a). List alphabetically by field and appointment category	Primary Field of Degree	Primary Field of Teaching and Research	Percent each is of full-time	FTE Summations	For Persons with Doctorates, repeat Column 4 entry here	FTE Summations with Doctorates (from Column 6)	For Persons with Professional and/or Masters degrees, repeat Column 4 entry here	FTE Summations with Professional and/or Masters Degree (from Column 8)
ACCOUNTING/TAX/LAW <u>Instructor</u> Scott, Richard MBA, CPA	ACCT.	ACCT.	.25	.25			.25	.25
Sub Totals for Part-Time Faculty				.25				.25
Grand Totals				18.25		15.00		3.25

Table III, C, 1 Computations
Fall 1991, 1992, 1993 Unit(s) covered: School of Business

FULL-TIME EQUIVALENT FACULTY		<u>1991</u>	<u>1992</u>	<u>1993</u> <u>Estimate</u>
(1)	Σ (Fall undergraduate enrollment per section X course credit hours) =	5570	5513	5520
(2)	Σ (Fall graduate enrollment per section X course credit hours) =	0	0	0
(3)	Total number of all undergraduate student credit hours (1) 400	13.93	13.78	13.8
(4)	Total number of all graduate student credit hours (2) 300	0	0	0
(5)	Minimum number of FTE faculty required (3) + (4) =	13.93	13.78	13.8
(6)	Actual number of FTE faculty from Table III, C, 1 =	17.25	17.50	17.75
FULL-TIME FACULTY				
(7)	Minimum number of FTE faculty required: ((5) x 0.75) =	10.44	10.34	10.35
(8)	Actual number of FTE faculty (listed in Table III, C, 1) =	17.25	17.50	17.75
DOCTORAL QUALIFICATIONS				
(9)	Total undergraduate student credit hours generated under (1) above =	5570	5513	5520
(10)	Student credit hours in accounting principles course sections taught by faculty with masters and appropriate professional certification =	150	330	225
(11)	(9) above less (10) above =	5420	5183	5295
(12)	Total number of SCH's in (11) above 400	13.55	12.96	13.24
(13)	Total FTE faculty generated under above X 0.50 =	6.78	6.48	6.62

(14)	Total FTE faculty generated under (4) above X 0.75	=	0	0	0
(15)	Minimum number of FTE faculty required to hold doctorate: (13) + (14)	=	6.78	6.48	6.62
(16)	Actual number of FTE faculty holding appropriate doctoral degrees (from Column 7, Table III, C, 1)	=	14.00	14.25	15.00

PROFESSIONAL AND TEACHING QUALIFICATIONS

(17)	Total FTE faculty generated under (5) above X .80	=	11.14	11.03	11.04
(18)	Actual number of FTE faculty holding appropriate doctoral degrees (from Column 7, Table III, C, 1)	=	14.00	14.25	15.00
(19)	Actual number of FTE faculty holding masters degrees, masters degrees and certifications, and professional degrees (from Column 9, Table III, C, 1)	=	3.25	4.5	3.25
(20)	Total FTE faculty holding appropriate degrees and/or certifications (18) + (19)	=	17.25	18.75	18.25

III, C, 2 - Distribution of Faculty - Fall, Year of Self-Study (also to be prepared for the fall term of the year of visit and to be made available for the team. A copy of each table is also to be provided to the AACSB office.)

For each basic subject field, complete Tables III, C, 2, undergraduate and graduate, showing the percentage of student credit hours in day and evening course sections, and total, taught by full-time and doctoral faculty.

"Evening" student credit hours are those generated in course sections beginning at 5:00 pm or later. Continuing in the same subject field format, course work offered in a weekend program and course work offered at each off-campus location should be reported under appropriate headings with the "total student credit hours" lines reflecting all student credit hours at the undergraduate level (equal to the total reported in Table III, C, 1 Computations, line (1)) and at the graduate level (equal to the total reported in Table III, C, 1 computations, line (2)).

Additional distribution tables should be completed for those programs identified under instructions I, B, 3, b, and IV, B, 2 (pages 3 and 30, respectively.)

Table III, C, 2 - Distribution of Faculty

Summary table of total student credit hours in day and evening course sections by basic fields of instruction - Fall, Year of Self Study.

Unit covered: School of Business

<u>Column (1)</u>	<u>=</u>	<u>Total student credit hours by subject field</u>
<u>Column (2)</u>	<u>=</u>	<u>Student credit hours taught by full-time faculty</u>
<u>Column (3)</u>	<u>=</u>	<u>Percent of student credit hours taught by full-time faculty</u>
<u>Column (4)</u>	<u>=</u>	<u>Student credit hours taught by full-time and part-time doctorates</u>
<u>Column (5)</u>	<u>=</u>	<u>Percent of student credit hours taught by full-time and part-time doctorates</u>

**Table III, C, 2
Distribution of Faculty
Undergraduate**

**Main Campus
Fall 1992**

		Total	Full-time		Doctorates	
Field		SCH	SCH	Percent	SCH	Percent
ACCT	Day	1157	1157	100.0	713	61.6*
	Evening	360	360	100.0	162	45.0*
	Total	1517	1517	100.0	875	57.7*
ECON	Day	1161	1161	100.0	1056	91.0
	Evening	204	204	100.0	204	100.0
	Total	1365	1365	100.0	1260	92.3
FIN	Day	318	318	100.0	318	100.0
	Evening	0	0	0	0	0
	Total	318	318	100.0	318	100.0
MGT	Day	1068	876	82.0	669	62.6
	Evening	162	54	33.3	162	100.0
	Total	1230	930	75.6	831	76.6
MIS	Day	390	390	100.0	162	41.5
	Evening	69	69	100.0	69	100.0
	Total	459	459	100.0	231	50.3
MKT.	Day	624	624	100.0	624	100.0
	Evening	0	0	0	0	0
	Total	624	624	100.0	624	100.0

Total undergraduate SCH, Main Campus: 5513

Total undergraduate SCH, all locations: 5513

* For Fall 1992, this figure is low because tenure was denied in 1991 to a doctorally qualified professor who grieved and who filed an age discrimination complaint with the EEOC. We refused to put him in the classroom. While the dispute was unresolved we were not allowed to hire a tenure track replacement but were allowed to hire a MBA-CPA for 1992-93.

OFF-CAMPUS LOCATION (If applicable)

Not Applicable.

WEEKEND EXECUTIVE MBA PROGRAM (If applicable)

Not applicable.

OFF-CAMPUS LOCATION (If applicable)

Not applicable.

Describe how the distribution data presented in Tables III, C, 2 demonstrate that:

- (1) day and evening students, and students pursuing their studies at off- campus locations have reasonable and comparable opportunity to study with doctoral and full-time faculty;

The School is committed to an evening program of quality equal to that of the day program. No distinction in faculty scheduling is made.

- (2) the different instructional requirements of undergraduate and graduate programs are met;

Not applicable.

- (3) students enrolled in course work in each subject field have reasonable opportunity to study with doctoral and full-time faculty.

Students in each concentration field have reasonable opportunity to work with doctoral and full time faculty, as shown in Table III C-2.

There are two or more doctorally qualified faculty for each of the four concentrations. For finance courses and MIS courses, there is one doctorally qualified for each category. In the area of production operations management, there is one doctorally qualified person who is also well on the way to professional (APICS CPIM) certification. The finance professor is professionally certified in real estate related matters. In accounting, three faculty hold professional certification.

(The above commentary should demonstrate your business unit's attention to the qualitative implications of its faculty deployment decisions.)

Table III, C, 3 -

Distribution of Faculty - Accounting Adjusted - Fall, Year of Self Study (Also to be prepared for the fall term of the year of visit and to be made available for the visit team. A copy of this table is also to be provided to AACSB.

Unit covered: School of Business

For the field of accountancy, report under column (1) the total **adjusted** undergraduate accounting student credit hours calculated as follows: total undergraduate accounting student credit hours minus student credit hours in accounting principles taught by faculty with masters and appropriate professional certification (accounting principles student credit hours taught by doctoral faculty should not be subtracted). In column (2), report total undergraduate accounting student credit hours taught by full-time and part- time doctorally qualified faculty (column (2) should agree with column (4) in Table III, C, 2). In column (3), report the percentage of adjusted undergraduate accounting student credit hours taught by full-time and part- time doctorally qualified faculty.

In the same format, report course work offered in a weekend program and/or course work offered at each off-campus location.

Additional Tables III, C, 3 should be completed for those programs identified under instructions I, B, 3 b, and IV, B, 2 (pages 3 and 30, respectively).

Table III, C, 3
Distribution of Faculty
Accounting Adjusted
Undergraduate

Fall 1992		Total	Doctorate	
		Adjust. SCH	SCH	Per- cent
Accounting -	Day	905	713	78.8%
	Evening	282	162	57.4%
	Total	1187	875	73.7%

Total undergraduate Accounting SCH, Main Campus: 1517

4. For each member of your **full-time** faculty listed in Tables III, C, 1, **during any of the terms reported**, furnish a completed faculty data sheet following the form which follows.

Data sheets are bound in Volume II.

Table III, C, 4**Analysis of Data Sheets**

Summarize those qualitative dimensions identified below from each full-time faculty member's data sheet.

Publications (Self-Study Year and preceding four years) - actual number

Full-time Faculty
(list alphabetically
by field and appoint-
ment category as in
Table III, C, 1)

	<u>Books</u>	Peer Reviewed <u>Journals</u>	<u>Proceedings*</u>	<u>Other**</u>	<u>Presentations+</u> <u>Nat'l</u>	<u>Regn'l</u>
<u>ACCOUNTING</u>						
<u>Full Professors</u>						
Jerome V. Bennett ¹	0	0	2	2	1	6
Meyer Drucker	0	3	0	1	2	2
Elbert Menees ²	0	0	2	0	3	0
<u>Associate Professors</u>						
Tom Oglesbee, Jr. ³	0	1	0	0	1	2
<u>Instructor</u>						
Richard Scott	0	0	0	0	0	0
Stuart Shough	0	0	1	0	0	0

¹Jerome Bennett has a book accepted for publication Computer Applications for Cost/Managerial Accounting, Richard D. Irwin, Inc. with Tom Oglesbee.

Jerome Bennett has 3 papers submitted:

- "How Total Quality Management Will Affect the Accounting Curriculum," Journal of Accounting Education.
- "Christian Bookseller," submitted to ACRA International Casewriters Colloquium with Barbara Hastings.
- "Christian Bookseller," submitted to North American Case Research Association with Barbara Hastings.

²Elbert Menees has a paper, "Practical Critical Thinking With A Simple Logic Exercise," to be submitted.

³Tom Oglesbee has a book accepted for publication Computer Applications for Cost/Managerial Accounting, with Jerome Bennett. Tom Oglesbee has one article to be submitted: "The Perceived Extent of International Curricular Content According to International Business Practitioners," The Journal of Global Business, with Barbara Hastings.

Publications (Self-Study Year and preceding four years) - actual number

(continued)

Full-time Faculty
(list alphabetically
by field and appoint-
ment category as in
Table III, C, 1)

	<u>Books</u>	Peer Reviewed <u>Journals</u>	<u>Proceedings*</u>	<u>Other**</u>	<u>Presentations+</u> <u>Nat'l</u>	<u>Regn'l</u>
<u>ECONOMICS/FINANCE</u>						
<u>Full Professors</u>						
Duncan Bailey ⁴	0	0	0	3	1	0
Michael Jilling	0	0	0	1	2	1
<u>Associate Professors</u>						
David Mullis ⁵	0	3	2	0	3	2
Sarah Rook	0	0	0	0	0	0
James Reese	0	0	0	0	0	0

INFORMATION MANAGEMENTInstructor

Donald Yates ⁶	0	0	0	0	0	0
---------------------------	---	---	---	---	---	---

MANAGEMENTProfessor

Barbara Hastings ⁷	0	0	3	2	0	1
-------------------------------	---	---	---	---	---	---

⁴Duncan Bailey has a paper "Implementing Total quality Management in Higher Education," submitted to the Journal of Higher Education.

⁵David Mullis has a paper "Real Estate Rehabilitation Projects and the Investment Tax Credit," to be submitted.

⁶Don Yates has two papers to be submitted:

- a). Effects of Part time Jobs on Student Performance and Attitude.
- b). Evaluating Attitudes toward Quality.

⁷Barbara Hastings has a paper to be submitted. "The Perceived Extent of International Curricular content According to International Business Practitioners," The Journal of Global Business with Tom Oglesbee. She also has two other papers submitted:

- a). "The Christian Bookseller," to North American Case Research Association with Jerome Bennett.
- b). "The Christian Bookseller," to North American Case Research Association International Conference with Jerome Bennett.

Publications (Self-Study Year and preceding four years) - actual number

(continued)

Full-time Faculty
(list alphabetically
by field and appoint-
ment category as in
Table III, C, 1)

	<u>Books</u>	Peer Reviewed <u>Journals</u>	<u>Proceedings*</u>	<u>Other**</u>	<u>Presentations+</u> <u>Nat'l</u>	<u>Regn'l</u>
<u>Associate Professors</u>						
Steve Berry ⁸	0	1	2	0	1	2
Lilly Lancaster ⁹	0	3	2	0	7	2
<u>Distinguished Lecturer</u>						
Robert Pauley	0	0	0	0	0	0
<u>MARKETING</u>						
<u>Full Professor</u>						
Tom Gunter ¹⁰	1	0	3	1	2	0
Faruk Tanyel	<u>0</u>	<u>0</u>	<u>1</u>	<u>9</u>	<u>0</u>	<u>0</u>
TOTAL	1	11	18	19	23	18

+ Professional program presentations are papers which have not appeared in proceedings.

* Abstracts are not proceedings and should be included under program presentations.

** "Other publications" include monographs, cases, textbook chapters, nonreferred journals, or book reviews.

⁸Steve Berry has 2 papers submitted:

- "Another Look at the Content of the Introductory Production/Operations Management Course: Academicians and Practitioners Revisited to Journal of Operations Management with Lilly M. Lancaster.
- "Trends in Teaching the Introductory POM Course," to International Journal of Operations and Production Management with Lilly M. Lancaster.

⁹Lilly Lancaster has a paper accepted for publication:

- "The Cost of Decent Subsistence in Perspective," accepted by Socio-Economic Planning Journal. She also has 2 papers submitted:
- "Another Look at the Content of the Introductory Production/Operations Management Course: Academicians and Practitioners Revisited to Journal of Operations Management with Stephen Berry.
- "Trends in Teaching the Introductory POM Course," to International Journal of Operations and Production Management with Stephen Berry.

¹⁰Tom Gunter has a papers submitted. "The Evergreen Case," submitted to Strategic Management and Business Policy.

Table III, C, 5**Summary of peer journals (by name) and the number of articles appearing in each.**

<u>Peer Reviewed Journals</u>	<u>Number of Articles</u>
Applied Economics	1
Business and Economic Review	1
Coastal Review	1
European Journal of Operational Research	1
Interfaces	1
Issues in Accounting Education	1
Lander College Review	2
Production and Inventory Management	1 (Berry, Lancaster Co-authors)
Review of Business Economic Research	<u>1</u>
Total	10
<u>Other Publications</u>	<u>Number of Articles</u>
Book	1
Case in Human Resource Management	1
Case in Strategic Management	1
Disclosures	1
Monograph for Citizens Against Government Waste	1
Monograph for South Carolina State Development Board	1
Monograph for USCS Information Services	1
Proceedings of the American Accounting Association Southeast Regional Meeting	1
Proceedings, Computers on Campus	1
Proceedings of the Decision Science Institute	1
Proceedings of Financial Management Association	1
Proceedings of the International Business Schools Computer Users Group	1
Proceedings of National Meeting of Decision Science Institute	1
Proceedings of the North American Case Research Association	2
Proceedings of the Second International Conference on Comparative Management	1
Proceedings of the Southern Management Association	1
Proceedings of Western Decision Science Institute	1
Video Series for WRET Public Broadcasting Station	<u>1</u>
Total	19

Provide commentary on how Tables III, C, 4 and III, C, 5, along with the faculty data sheets, demonstrate that:

1. A reasonable cross-section of the faculty are regularly engaged in research and publication;

The School has experienced a tremendous growth both in its size and the quality of its faculty over the past 14 years. During this period, efforts have been devoted to developing degree programs, establishing and updating curricula, and upgrading the quality of program faculty. Improving the quality of classroom instruction has been the faculty's primary preoccupation.

In attending to the above demands, in early years, little time was left for research and professional development. Now with curriculum maturity, stability of the faculty, and the School's commitment to research and professional development, scholarly papers and publications have increased significantly. Research and professional activities are increasingly becoming important in tenure and promotion decisions. At the School level, efforts have been made to recruit quality faculty with high research potential, and allow more release time and funds in support of research and development activities. Other comments related to research are listed under Standard I of this self-study.

2. The higher levels of expectation relative to scholarly productivity for faculties engaged in graduate level instruction are met.

Not applicable.

D. TOTAL RESPONSIBILITIES OF FACULTY

1. Of your full-time faculty, as listed in Table III, C, 1, show how many during each term of the self-study year are responsible for the following course credit hours per week, field, and course preparations loads (adjust table to show fall, winter, and spring quarters). (Total reported responsibilities should include teaching of all courses *for credit* outside of the business unit.) Assure that this table accurately summarizes teaching load responsibilities which are reflected on individual faculty data sheets.

<u>Course credit hours per week</u>	<u>Fall</u>	<u>Spring</u>
6 hours a week or less	<u>3</u>	<u>3</u>
7 through 8 hours a week	<u>0</u>	<u>0</u>
9 through 10 hours a week	<u>3</u>	<u>1</u>
11 through 12 hours a week	<u>11</u>	<u>13</u>
more than 12 hours a week	<u>1</u>	<u>1</u>
Total full-time faculty	<u>18</u>	<u>18</u>

Number of fields (Finance, Management, etc.)

1 field	<u>14</u>	<u>12</u>
2 fields	<u>4</u>	<u>6</u>
3 or more fields	<u>0</u>	<u>0</u>
Total full-time faculty	<u>18</u>	<u>18</u>

Number of course preparations

0 preparation	<u>1</u>	<u>1</u>
1 preparation	<u>2</u>	<u>2</u>
2 preparations	<u>7</u>	<u>5</u>
3 preparations	<u>8</u>	<u>10</u>
4 preparations	<u>0</u>	<u>0</u>
Total full-time faculty	<u>18</u>	<u>18</u>

2. For those full-time faculty members in your business unit having taught more than 12 credit hours, or in more than 2 fields, or having more than three preparations in any term of the self-study year, as reflected in Table D, 1, above, complete the following table identifying their total teaching responsibilities for the self-study year (fall and spring semesters; or fall, winter, and spring quarters). In a footnote, provide a brief explanation for each overload reported.

Be sure that teaching loads reported in this table are consistent with the teaching loads reported in individual faculty data sheets.

Dr. Oglesbee taught an Accounting Laboratory in Spring, 1992 increasing his teaching load to 13 credit hours and team taught SBAD 226 in Fall, 1992. Dr. Gunter taught 15 hours in Spring, 1993.

3. For your business unit, list the names, administrative titles, and course credit hour teaching loads of those having academic administrative responsibility in addition to their teaching duties, e.g., department chairmen, associate deans, dean, etc., for the fall term, year of self-study.

<u>Name</u>	<u>Fall (year of Administrative self-study)</u>	
	<u>Title</u>	<u>Credit Hours</u>
Jerome V. Bennett	Dean	1
Barbara Hastings	Director of CECD	3
Lilly M. Lancaster	Assistant Dean	9

4. Support and Service Personnel for the Year of Self-Study

(If your business unit draws upon centralized services, so indicate)

- a. For your business unit, list the number of support and service personnel, according to the definition of Standard III, B, 3, in the following categories:

<u>Categories</u>	<u>Number Full-time</u>	<u>Total FTE</u>
Office of the dean (other than secretarial/ clerical)	<u>1</u>	<u>1</u>
Counseling staff	<u>Centralized</u>	<u>Centralized</u>
Library staff	<u>Centralized</u>	<u>Centralized</u>
Computing center	<u>Centralized</u>	<u>Centralized</u>
Field service	<u>0</u>	<u>0</u>
Secretarial staff	<u>3</u>	<u>3</u>

Clerical staff	<u>0</u>	<u>0</u>
Research bureaus	<u>0</u>	<u>0</u>
Graduate assistants	<u>0</u>	<u>0</u>
Other (Work Study)	<u>.75</u>	<u>.75</u>

- b. State briefly the type of clerical services available to your faculty.

Three secretaries provide service support for faculty in addition to administrative duties for the dean, for School student records, and for the Center for Economic and Community Development. For faculty, these persons prepare correspondence, syllabi, and exams as well as preparing papers for presentation and for publication. In addition, work-study students through the Dean's secretary provide clerical support such as copying and collating.

- c. Describe the services required of your graduate assistants.

No graduate assistants are employed.

IV. CURRICULUM

A. PROGRAMS IN BUSINESS ADMINISTRATION1. Degrees offered and course numbering system. (e.g., BBA-Accounting).

- a. List the baccalaureate degrees, by each major field of study which your business unit offers.

B.S.B.A. - Accounting
 B.S.B.A. - Economics/Finance
 B.S.B.A. - Management
 B.S.B.A. - Marketing

- b. List the masters and doctoral degrees, by each major field of study, which your business unit offers.

None offered.

- c. List any combined or dual degree programs offered by your business unit and other units of the university, e.g., MBA - JD.

None offered.

- d. List associate degree programs, if any, and the institutional unit responsible for them.

Associate Degree in Nursing - School of Nursing.

- e. Explain your institution's course numbering system, e.g. the course number designating lower division, upper division, upper division-graduate, and exclusively graduate courses.

USCS adopted the following numbering system during the 1991-92 academic year:

- 001 - 100: Developmental Courses (credit does not apply toward degree).
 101 - 299: Lower Division Courses; primarily for students having either freshman or sophomore standing.
 300 - 499: Upper Division Courses; primarily for students having either junior or senior standing.
 400 - 599: Upper Division Courses; primarily for students having senior standing.

- f. Describe business faculty participation in the institution's general curriculum development.

Curriculum development is the responsibility of committees of faculty representatives; first at the School level and then at the University level. The School of Business Academic Affairs Committee is composed of one representative from Accounting, Economics/Finance, Management, and Marketing. Members serve for three years. This committee makes recommendations to the faculty on degree, course, and curriculum additions, deletions, and changes. Any faculty member may bring requests to the committee. If the School of Business faculty approve the action, it is sent to the Dean for approval.

Recommendations from the School of Business Academic Affairs Committee, when approved by the School of Business faculty and the Dean, go to the University's Executive Academic Affairs Committee (EAAC) for approval. However, the EAAC cannot revise or alter recommended proposals without the consultation of the affected school's or division's representative. The EAAC is composed of one designated representative from each voting unit: the Schools of Business, Education and Nursing and one representative from each of the four divisions of the School of Humanities and Sciences (Fine Arts, Language and Literature; Natural Sciences and Engineering; Mathematics and Computer Sciences; and Social and Behavioral Sciences.)

Once the EAAC approves curriculum changes, the changes are forwarded to the Faculty Advisory Committee. This committee assists in establishing the agenda for Faculty Senate meetings. All curriculum changes must be approved by the Senate. The Faculty Senate is

composed of representatives of the faculty in the ratio of one faculty representative for each seven members or part thereof in each voting unit.

In the case of new degrees and new majors, approval must be obtained from the South Carolina State Commission on Higher Education. This is intended to ensure that unnecessary duplication of programs within state universities does not occur.

Consideration of changes to the School of Business curriculum is a routine part of the planning process. USCS publishes a biennial catalog. Major curriculum changes usually are made in catalog publication years. Within the past seven years all curriculum changes which have been developed through this School planning process have received University approval.

B. CURRICULUM PROPORTIONS

1. For those baccalaureate business administration programs offered by your business unit, account for all credit hours required for graduation -- by each major field of study -- in the following table format.

**Table IV, B
BACCALAUREATE CURRICULUM PROPORTIONS**

	DEGREE: CONCENTRATION: UNIT RESPONSIBLE:	BSBA Accounting School of Business
	<u>Credit Hours</u>	<u>Subtotals</u>
Courses other than business administration and economics		<u>Percent Subtotals</u>
Required	<u>35</u>	
Elective	<u>18</u>	
Subtotal of Required and Elective		<u>53</u> <u>44.16%</u>
Courses in business administration and economics (except Economics Principles and Economic History)		
Required (other than major)	<u>34</u>	
Major requirement	<u>21</u>	
Elective	<u>0</u>	
Subtotal (total of Required, Major, and Elective)		<u>58</u> <u>48.33%</u>
Economic Principles	<u>6</u>	
Economic History	<u>0</u>	
Subtotal (total of Principles and History)		<u>6</u> <u>5.00%</u>
Free Elective*		<u>6</u> <u>5.00%</u>
Total Required Credit for Degree		<u>123</u> <u>100.0%</u>

*Electives which may be chosen inside or outside the business unit.

Table IV, B
BACCALAUREATE CURRICULUM PROPORTIONS

	DEGREE: CONCENTRATION: UNIT RESPONSIBLE:	BSBA Economics/Finance School of Business	
	<u>Credit Hours</u>	<u>Subtotals</u>	<u>Percent Subtotals</u>
Courses other than business administration and economics			
Required	<u>35</u>		
Elective	<u>18</u>		
Subtotal of Required and Elective		<u>53</u>	<u>44.16%</u>
Courses in business administration and economics (except Economics Principles and Economic History)			
Required (other than major)	<u>34</u>		
Major requirement	<u>12</u>		
Elective	<u>9</u>		
Subtotal (total of Required, Major, and Elective)		<u>55</u>	<u>45.84%</u>
Economic Principles	<u>6</u>		
Economic History	<u>0</u>		
Subtotal (total of Principles and History)		<u>6</u>	<u>5.00%</u>
Free Elective*		<u>6</u>	<u>5.00%</u>
Total Required Credit for Degree		<u>120</u>	<u>100.0%</u>

*Electives which may be chosen inside or outside the business unit.

Table IV, B
BACCALAUREATE CURRICULUM PROPORTIONS

	DEGREE: CONCENTRATION: UNIT RESPONSIBLE:	BSBA Management School of Business	
	<u>Credit Hours</u>	<u>Subtotals</u>	<u>Percent Subtotals</u>
Courses other than business administration and economics			
Required	<u>35</u>		
Elective	<u>18</u>		
Subtotal of Required and Elective		<u>53</u>	<u>44.16%</u>
Courses in business administration and economics (except Economics Principles and Economic History)			
Required (other than major)	<u>34</u>		
Major requirement	<u>12</u>		
Elective	<u>9</u>		
Subtotal (total of Required, Major, and Elective)		<u>55</u>	<u>45.84%</u>
Economic Principles	<u>6</u>		
Economic History	<u>0</u>		
Subtotal (total of Principles and History)		<u>6</u>	<u>5.00%</u>
Free Elective*		<u>6</u>	<u>5.00%</u>
Total Required Credit for Degree		<u>120</u>	<u>100.0%</u>

*Electives which may be chosen inside or outside the business unit.

**Table IV, B
BACCALAUREATE CURRICULUM PROPORTIONS**

**DEGREE:
CONCENTRATION:
UNIT RESPONSIBLE:**

**BSBA
Marketing
School of Business**

	<u>Credit Hours</u>	<u>Subtotals</u>	<u>Percent Subtotals</u>
Courses other than business administration and economics			
Required	<u>35</u>		
Elective	<u>18</u>		
Subtotal of Required and Elective		<u>53</u>	<u>44.16%</u>
Courses in business administration and economics (except Economics Principles and Economic History)			
Required (other than major)	<u>34</u>		
Major requirement	<u>12</u>		
Elective	<u>9</u>		
Subtotal (total of Required, Major, and Elective)		<u>55</u>	<u>45.84%</u>
Economic Principles	<u>6</u>		
Economic History	<u>0</u>		
Subtotal (total of Principles and History)		<u>6</u>	<u>5.00%</u>
Free Elective*		<u>6</u>	<u>5.00%</u>
Total Required Credit for Degree		<u>120</u>	<u>100.0%</u>

*Electives which may be chosen inside or outside the business unit.

2. Also list, in the same table format, the degree content of those programs identified under I, B, 3, b, and those baccalaureate degree programs listed under IV, A, 1, c, above.

Not applicable.

C. OPPORTUNITIES FOR ADVANCED WORK

1. List for each baccalaureate curriculum (major) offered by your business unit the course title and credit hours of advanced work beyond that required for the common body of knowledge.

	<u>COURSE NUMBER</u>	<u>COURSE NAME</u>	<u>CREDIT HOURS</u>
<u>Accounting</u>			
		<u>Public Accounting</u>	
	SBAD 331.	Intermediate Accounting I	3
	SBAD 332.	Intermediate Accounting II	3
	SBAD 333.	Cost Accounting I	3
	SBAD 335.	Individual Tax Planning	3
	SBAD 348. ¹	Issues in Commercial Law	3
	SBAD 432. ¹	Advanced Federal Income Tax	3
	SBAD 433.	Accounting Control Systems	3
	SBAD 435.	Auditing Theory	3
	SBAD 435L. ¹	Auditing Theory Lab	1
	SBAD 437.	Advanced Accounting	3
	SBAD 561.	International Business Finance	3
		<u>Management Accounting</u>	
	SBAD 331.	Intermediate Accounting I	3
	SBAD 332.	Intermediate Accounting II	3
	SBAD 333.	Cost Accounting I	3
	SBAD 390.	Business Information Systems	3
	SBAD 433.	Accounting Control Systems	3
	SBAD 561.	International Business Finance	3
	Plus any two of the following:		
	SBAD 335.	Individual Tax Planning	3
	SBAD 364.	Financial Institutions and Markets	3
	SBAD 474.	Advanced Management Decision Methods	3
	SBAD 476.	Statistical Process Control	3
	SBAD 490.	Management Information Systems	3
	SBAD 491.	Decision Support Systems	3
	SBAD 495.	Information Resource Management	3

¹Recommended for students planning to take CPA examination; other courses are required.

Economics/Finance

SBAD 364. ²	Financial Institutions and Markets	3
SBAD 365. ²	Principles of Investments	3
SBAD 499. ³	Independent Study	3 - 6
SBAD 561. ²	International Business Finance	3
SECO 301.	Commercial and Central Banking	3
SECO 311. ³	Issues in Economics	3
SECO 321.	Intermediate Microeconomic Theory	3
SECO 322.	Intermediate Macroeconomic Theory	3
SECO 499. ³	Topics in Economics	3
SECO 503.	International Economics	3
SECO 526. ³	Managerial Economics	3
SECO 594. ³	Introduction to Econometrics	3

ManagementGeneral Management

SBAD 365. ⁴	Principles of Investments	3
SBAD 374.	Personnel Management	3
SBAD 390. ⁵	Business Information Systems	3
SBAD 452. ⁴	International Marketing	3
SBAD 456. ⁴	Business Marketing	3
SBAD 471. ⁴	Entrepreneurship	3
SBAD 473. ⁵	The Ethical Aspects of Corporate Policy	3
SBAD 474.	Advanced Management Decision Methods	3
SBAD 475.	Advanced Production Management	3
SBAD 476. ⁵	Statistical Quality Control	3
SBAD 477.	Advanced Organizational Behavior	3
SBAD 491. ⁴	Decision Support Systems	3
SBAD 499. ⁵	Business Internship	3 - 6
SBAD 561. ⁴	International Business Finance	3
SECO 503.	International Economics	3
SECO 526. ⁴	Managerial Economics	3

²Catalog indicates student chooses one from this set.

³Catalog indicates student chooses two from this set.

⁴Catalog indicates student chooses one from this set; other courses are required.

⁵Catalog indicates student chooses one from this set; other courses are required.

Manufacturing/Management

Required:

SBAD 333.	Cost Accounting I	3
SBAD 390.	Business Information Systems	3
SBAD 503.	International Economics	3

Any four of the following:

SBAD 374.	Personnel Management	3
SBAD 452.	International Marketing	3
SBAD 474.	Advanced Management Decision Methods	3
SBAD 475.	Advanced Production Management	3
SBAD 476.	Statistical Process Control	3
SBAD 477.	Advanced Organizational Behavior	3

The Manufacturing Management track is designed primarily for students returning to school with work experience in the manufacturing environment. The track was recommended by the Executive Advisory Council who saw a need for the degree in the community. It is offered only to evening students.

Marketing

SBAD 351.	Consumer Behavior	3
SBAD 352.	Marketing Communications	3
SBAD 353. ⁶	Marketing Channels	3
SBAD 374. ⁶	Personnel Management	3
SBAD 390. ⁶	Business Information Systems	3
SBAD 452.	International Marketing	3
SBAD 456. ⁶	Industrial Marketing	3
SBAD 457.	Marketing Research	3
SBAD 458.	Marketing Management	3
SBAD 459. ⁶	Personal Selling and Sales Mgt.	3
SBAD 499. ⁶	Business Internship	3
SBAD 561. ⁶	International Business Finance	3
SECO 503. ⁶	International Economics	3
SECO 526. ⁶	Managerial Economics	3

⁶Catalog indicates student chooses two from this set; other courses are required.

D. CURRICULUM REQUIREMENTS

1. For each baccalaureate and masters curriculum (major) offered by your business unit, list below the course number, title, and catalog description of the courses you require to meet each of the five areas of the common body of knowledge. If courses are listed under more than one area heading of the common body of knowledge, indicate in parentheses after the course credit hour value what proportionate number of the course credit hours are devoted to that area of the common body of knowledge, e.g., if two hours of a three-hour course apply to that area of the common body of knowledge, insert 2 in parentheses after the three credit hours indicated as the credit hour value of the course. In the same manner, list courses for each program referred to under IV, B, 2 above.

Unit Covered: School of Business

Curriculum: Bachelor of Science in Business Administration

Concentrations: Accounting, Economics/Finance, Management, Marketing

a. Business Functions and Operations

A background of the concepts, processes and institutions, in the production and marketing of goods and/or services and the financing of the business enterprise or other forms of organization.

<u>Course Name and No.(s)</u>	<u>Course Credit Hours</u>	<u>Course Title(s)</u>	<u>Course Description(s)</u>
SBAD 226	3(.5)	Managerial Accounting	Attention - directing and accounting problem solving functions of accounting in relation to planning and control, evaluation of performance, and special decisions.
SBAD 347	3(1)	Legal Environment of Business	Legal system; crimes and torts; consumer law, anti-trust, labor and employment law; environment and insurance; contracts and agency; business ethics; and international matters.
SBAD 350	3(2)	Principles of Marketing	Marketing functions, trade channels price policies, expenses and profits of middlemen, and public policy with respect to marketing practices.
SBAD 363	3(2)	Business Finance	Procurement and management of wealth by privately owned profit-seeking enterprises.

SBAD 372	3(2)	Management of Production Operations	Planning, managing, and controlling the production and operations functions, with an emphasis on the use of quantitative methods.
SECO 222	3(1)	Principles of Microeconomics	Consumer demand, supply, and price in a free market system. The economics of the firm is presented within the context of different market structures.

b. Economic-Social-Legal Environment

A background of the economic and legal environment as it pertains to profit and/or nonprofit organizations along with ethical considerations and social and political influences as they affect such organizations.

SBAD 226	3(.5)	Managerial Accounting	Attention-directing and problem solving functions of accounting in relation to planning and control, evaluation of performance, and special decisions.
SBAD 347	3(2)	Legal Environment of Business	Legal system; crimes and torts; consumer law, anti-trust, labor and employment law; environment and insurance; contracts and agency; business ethics; and international matters.
SBAD 350	3(.5)	Principles of Marketing	Marketing functions, trade channels, price policies, expenses and profits of middlemen, and public policy with respect to marketing practices.
SBAD 363	3(1)	Business Finance	Procurement and management of wealth by privately owned profit-seeking enterprises.
SBAD 479	1(.5)	Dean's Seminar	Integration of business knowledge, exploration of ethical and other contemporary issues, and interaction with business practitioners.
SECO 221	3(3)	Principles of Macroeconomics	Causes and effects of changes in economic aggregates, including gross national product, personal income, unemployment, and inflation. The role of economics in contemporary society and the effect of government monetary and fiscal policy on the functioning of a free-market system is explored.
SECO 222	3(2)	Principles of Microeconomics	Consumer demand, supply, and price in a free-market system. The economics of the firm is presented within the context of different market structures.

c. Quantitative Methods and Information Systems

A basic understanding of the concepts and applications of accounting, of quantitative methods, and management information systems including computer applications.

SBAD 225	3(3)	Financial Accounting	Principles of external financial reporting for business entities, including income measurement and determination of financial position.
SBAD 226	3(1.5)	Managerial Accounting	Attention-directing and problem solving functions of accounting in relation to planning and control, evaluation of performance, and special decisions.
SBAD 290	3(3)	Business Systems	Management of information needs of a business organization with emphasis on computer applications, management information systems, and advanced concepts. Systems design methodologies, nonprocedural languages, application development products, statistical packages, and data base management systems are included.
SBAD 372	3(1)	Management of Production Operations	Planning, managing, and controlling the production and operations functions, with an emphasis on the use of quantitative methods.
SCSC 130	2(2)	Introduction to Computer Technology	Basic computer components and peripherals, basic computer functions input/output concepts, data communications, distributed processing, programming language concepts.
SCSC 131	1(1)	Basic Programming	An introduction to programming in the BASIC language.
SCSC 137	1(1)	Software Applications Packages	An introduction to microcomputer disk operating systems and the three most popular microcomputer applications packages: word processing, spread sheets and data base management.
SECO 291	3(3)	Probability and Statistics	Concepts of probability, probability distributions, and sampling theory.
SECO 292	3(3)	Statistical Inference	Methods of statistical inference, including additional topics of hypothesis testing, linear statistical models, and time series analysis.
SMTH 121	3(3)	Mathematical Analysis I	Basic concepts of elementary algebra, subsets of the Cartesian plane; polynomial, rational, exponential, logarithmic, and other functions;

matrices; arithmetic and geometric series; simple and compound interest; annuities.

SMTH 122	3(3)	Mathematical Analysis II	Derivatives and integrals of elementary algebraic, exponential and logarithmic functions; maxima, minima, rate of change, area under a curve, and volume. Problems and examples are drawn from a variety of areas which include economics, psychology, biology, geography, and geology.
----------	------	--------------------------	---

d. Organization Theory and Interpersonal Behavior

A study of organization theory, behavior, and interpersonal communications.

SBAD 226	3(.5)	Managerial Accounting	Attention-directing and problem solving functions of accounting in relation to planning and control, evaluation of performance, and special decisions.
SBAD 350	3(.5)	Principles of Marketing	Marketing functions, trade channels, price policies, expenses and profits of middlemen, and public policy with respect to marketing practices.
SBAD 371	3(3)	Organizational Management and Behavior	Survey of functions of management and forms of organizational behavior demonstrated in all types of organizations, with an emphasis on international aspects.
STHE 140	3(3)	Public Address	Oral communication and speaking before an audience.

e. Administrative Processes and Policy

A study of administrative processes under conditions of uncertainty including integrating analysis and policy determination at the overall management level.

SBAD 478	3(3)	Business Policy	Multifunctional approach to the study of organizational problems and opportunities. Knowledge gained in previous CBK courses is applied to the functions of an organization through use of strategies, objectives, policies, technology, environment, systems, ethics, and decision making. Requirements include individual research accompanied by written and oral presentations.
SBAD 479	1(.5)	Dean's Seminar	Integration of business knowledge, exploration of ethical and other contemporary

issues, and interaction with business practitioners.

RECAP OF COVERAGE OF COMMON BODY*

<u>Course</u>	<u>Function</u>	<u>Environment</u>	<u>Quant/IS</u>	<u>Organization</u>	<u>Policy</u>	<u>Total</u>
SBAD 225			3.0			3
SBAD 226	0.5	0.5	1.5	0.5		3
SBAD 290			3.0			3
SBAD 347	1.0	2.0				3
SBAD 350	2.0	0.5		0.5		3
SBAD 363	2.0	1.0				3
SBAD 371				3.0		3
SBAD 372	2.0		1.0			3
SBAD 478					3.0	3
SBAD 479		0.5			0.5	1
SECO 221		3.0				3
SECO 222	1.0	2.0				3
SECO 291			3.0			3
SECO 292			3.0			3
SCSC 130			2.0			2
SCSC 131			1.0			1
SCSC 137			1.0			1
SMTH 121			3.0			3
SMTH 122			3.0			3
STHE 140				3.0		3
TOTAL	8.5	9.5	24.5	7.0	3.5	53

*In areas that overlap in courses, the CBK area that predominates is shown.

2. For each baccalaureate and masters curriculum (major) offered by your business unit, explain how the world-wide dimension of the Curriculum Standard is addressed.

The worldwide dimension is addressed in several CBK courses. All students take Principles of Macroeconomics (SECO 221) which includes aspects of international economics and finance. All students take Managerial Accounting (SBAD 226) which includes a three class hour coverage of profit centers and transfer pricing, both national and international. All students take Principles of Marketing (SBAD 350) which includes aspects of international trade. All students take Organizational Management and Behavior (SBAD 371) which includes areas of international management. All students take Management of Production Operations (SBAD 372). POM issues in Eastern Europe, Southeast Asia and developing countries are discussed. Special emphasis is placed on Japanese approaches to POM. All students take Legal Environment of Business (SBAD 347). In this course, students are required to write a paper on "Ethics and International Business." All students take Business Policy (SBAD 478) which covers several areas of international dimension. All students take Dean's Seminar (SBAD 479). International competitiveness is a major topic in the course. The evaluation methods are shown on the course syllabi. In conclusion, the worldwide dimension is included in eight of the CBK courses required of all business administration undergraduates seeking a bachelors degree for a total of 53 class hours.

The School of Business also offers courses in International Economics (SECO 503), International Marketing (SBAD 452) and International Business Finance (SBAD 561). Prior to Fall 1991, SECO 503 was required of all Economics/Finance majors. SBAD 452 was required of all marketing majors

and was also a popular elective among management majors. Since Fall, 1991, all business majors are required to take one international course:

Accounting	SBAD 561.	International Business Finance
Economics/Finance	SECO 503.	International Economics
Management	SECO 503.	International Economics
Marketing	SBAD 452.	International Marketing

The School of Business faculty is committed to providing quality education with an international component to its students. Two School of Business faculty members, Dr. Michael Jilling, and Dr. Faruk Tanyel, are naturalized citizens. Dr. Jilling's expertise in European culture and economics and Dr. Tanyel's expertise in Middle Eastern culture add breadth and depth to the faculty.

Dr. Jilling's dissertation topic is "Foreign Exchange Risk Management: Current Practices of US Multinational Corporations." During the past seven years, he has presented a paper on foreign exchange problems and issues in London, England and developed management development seminars for two multinational firms (Milliken and Company, Hoechst-Celanese Industries) on topics such as EEC 1992, Imports and Trade Issues, and The Foreign Exchange Market. Also, during the fall of 1989, two of Dr. Jilling's family members, one currently residing in Germany and one currently residing in Hungary, visited Dr. Jilling's classes; a discussion of changes in the European economic system, with special emphasis on the Eastern Block, was presented to the students.

Dr. Tanyel has served as a management and organizational development specialist with Northern Nef, Inc., a Turkish based enterprise. His dissertation topic was "Information Seekers: The Case of Turkish Consumers."

Both Dr. Thomas Gunter and Dr. James Reese have lived and taught abroad. Dr. Gunter was a Senior Long Term Advisor for the Perdue - Aid Program in Portugal in 1983. He also attended a two week workshop "Internationalizing the Business Curriculum" in June, 1991. Dr. Reese has served as a professor in both Germany and Japan. He has studied the Japanese language for several years and has collaborated with a Japanese language professor at Clemson University on the development of a computerized system for learning the Japanese language. The results of this work have been presented at national meetings. Dr. Reese's minor field of graduate study was international economics, with a dissertation topic, "An Analysis of Bilateral Trade of the OECD Countries Using the Gravity Model."

Mr. Robert Pauley attended a two week workshop in International Business in June 1991.

Drs. Hastings, Lancaster and Rook have all attended a conference on European - U.S. trade reforms. Drs. Hastings and Lancaster have attended conferences sponsored by the Society of International Business Fellows on Internationalizing the Business School Curriculum. Dr. Lancaster has presented papers at several international conferences and has a paper accepted for publication in an international journal, European Journal of Operational Research. Dr. Hastings has received a grant for internationalizing the business curriculum. Additionally, Dr. Hastings has worked with Dr. Regis Robe, Director of International Education at USCS, on arranging and coordinating summer internships in Europe for School of Business students.

Dr. Tom Oglesbee and Dr. David Mullis have attended two week workshops in International Accounting and International Financial Management, respectively. Dr. Duncan Bailey, through Rotary International, led a Group

Study Exchange program with businessmen in Argentina and Belgium; this involved extensive travel in both countries. Dr. Bailey also hosted businessmen from Argentina and Belgium in the Spartanburg area. He is planning a similar program to the Far East in the near future.

The School of Business was supported by the University Executive Academic Affairs Committee and the Faculty Senate in the addition of International Economics (SECO 503) to the University General Education requirement under Foreign Culture for students outside of the School of Business effective Fall, 1991.

3. If the curricula set forth in D, 1, above depart from the common body of knowledge provision of Standard IV, provide explanation for the departure(s).

There are no departures; the curricula is entirely consistent with the common body of knowledge provision of Standard IV.

4. Attach, beginning on page following, a one to two-page syllabus for each of the courses listed above in the sequence listed. Include at the top of the first page: course number, course title, name of instructor(s) for the self-study year, and required text(s). The course syllabus should precisely identify topics covered and the number of classroom sessions devoted to each topic. When a course has been listed under more than one area of the common body of knowledge, identify each topic comprising the course syllabus with a letter designation(s) in the margin corresponding to the appropriate area(s) of the common body of knowledge to which it applies.

COURSE NUMBER: SBAD 225

COURSE TITLE: Fundamentals of Accounting

INSTRUCTORS: Dr. Diana Clary, Mr. Richard Scott, and Mr. Stuart Shough

REQUIRED TEXT: Warren and Fess, Principles of Financial and Managerial Accounting, third edition.

DESCRIPTION OF COURSE: Principles of external financial reporting for business entities, including income measurement and determination of financial position.

OBJECTIVES: The major objectives of this course are to:

1. present the basic structure of accounting and emphasize the relationship of the various accounting principles and practices to the achievement of a sound and liquid financial position for merchandising and service concerns.
2. present the recommended procedures for the handling of current assets and current liabilities.
3. present the alternatives available in the presentation of deferrals, accruals, plant assets, and intangible assets.
4. present accounting systems, controls, and the various applicable accounting concepts.
5. have the student complete assigned homework with the use of the computer.

AREA OF COMMON BODY OF KNOWLEDGE COVERED: (c) Quantitative Methods and Information Systems

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(c)	Introduction to Computerized Accounting	2
	(c)	Accounting Concepts and Principles ¹	3
	(c)	The Accounting Cycle	7
	(c)	Accounting for A Merchandising Enterprise	3
	(c)	Accounting Systems and Cash	4
	(c)	Receivables and Temporary Investments	3
	(c)	Inventories	3
	(c)	Plant Assets and Intangible Assets	4
	(c)	Payroll, Notes Payable, and other Current Liabilities	3
	(c)	Forms of Business Organization	3
	(c)	Stockholders' Equity, Earnings, and Dividends	3
	(c)	Long-Term Liabilities & Investments in Bonds	3
	(c)	Investments in Stocks; Consolidations; International Operations	4

¹ Basic ethical and professional code of conduct issues are part of the introduction to the course.

CLASS MEETINGS:	The class meets three 50-minute sessions or two 75- minute sessions per week for 14 weeks and a three- hour final examination.
TEACHING METHOD:	Lecture, demonstration, and problem solving. Students work problems using Lotus 1-2-3 spreadsheets.
EVALUATION:	Examinations and homework problems. Lotus 1-2-3 spreadsheet problems are part of homework problems.

COURSE NUMBER: SBAD 226

COURSE TITLE: Managerial Accounting

INSTRUCTORS: Dr. Tom Oglesbee and Mr. Richard Scott

REQUIRED TEXT: Warren and Fess, Principles of Financial and Managerial Accounting, third edition.

DESCRIPTION OF COURSE: Attention-directing and problem solving functions of accounting in relation to planning and control, evaluation of performance, and special decisions.

OBJECTIVES: The major objectives of this course are to:

1. familiarize the student with techniques used to allocate costs in order to determine the cost of a product.
2. familiarize the student with how product and/or service cost information is used by managers in their role as decision makers.
3. expand objectives (1) and (2) to the international environment by studying their impact on multinational firms.

AREA OF COMMON BODY OF KNOWLEDGE COVERED:

- (a) Business Functions and Operations
- (b) Economic-Social-Legal Environment
- (c) Quantitative Methods and Information Systems
- (d) Organization Theory and Interpersonal Behavior

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(a)	Basic managerial accounting concepts	2
	(a) (c)	Statement of Cash Flows	3
	(a) (c)	Financial statement analysis	3
	(c) (d)	Managerial accounting environment ¹	2
	(c)	Introduction to cost-volume-profit relationships	3
	(a) (c)	Manufacturing costs and cost collection systems	5
	(b) (c)	collection systems (job order, process)	
	(b) (c)	Relevant costs and special decisions (special sales order, make or buy, process joint products further)	5
	(c) (d)	Preparing the master budget	3
	(c) (d)	Flexible budgets and standards for control	4
	(c)	Overhead application: direct vs absorption costing	3
	(c)	Variations of cost behavior patterns and estimating the cost function	6

¹Ethical consideration in the management of firm accounts are discussed in this section.

(c)	Responsibility accounting and cost allocation	3
(c) (d)	Profit centers and transfer pricing (both national and international) ¹	3

CLASS MEETINGS: Three 50-minute sessions or two 75-minute sessions per week for 14 weeks and a three-hour final examination.

TEACHING METHOD: Lecture, demonstration, and problem solving. Students work problems using a LOTUS 1-2-3 spreadsheet.

EVALUATION: Examinations and homework problems. Lotus 1-2-3 spreadsheet problems are part of homework problems.

¹International aspects of multinational firm accounting practices are discussed in this section.

COURSE NUMBER: SBAD 290

COURSE TITLE: Business Systems

INSTRUCTORS: Dr. Elbert Menees, Mr. Donald Yates

REQUIRED TEXT: James O. Hicks, Information Systems in Business: An Introduction, 2nd edition

DESCRIPTION OF COURSE: Management of information needs of a business organization with emphasis on computer applications, management information systems, and advanced concepts. Systems design methodologies, non-procedural languages, application development products, statistical packages, and database management systems are included.

OBJECTIVES: This course is designed specifically for business students and it is designed to follow a computer fundamentals/programming/software package introduction, such as SCSC 130/131/137.

The major objectives of this course are to:

1. introduce the concept of business systems and to classify systems by type, such as transaction processing systems, management information systems, office systems, factory systems, decision support systems, expert systems, etc.
2. identify and describe the various components of all computer-based systems.
3. introduce computer systems development methodologies, such as the life cycle development approach, prototyping and end-user computing.
4. become familiar with a number of end-user development tools and application software packages and to get some hands-on experience with computer problem-solving in a business environment.

AREA OF COMMON BODY OF KNOWLEDGE COVERED: (c) Quantitative Methods and Information Systems

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(c)	Business computer applications - 3 GL	4
	(c)	Business computer applications - 4 GL	4
	(c)	Computer systems theory-beginning	4
	(c)	Systems analysis, design, implementation	3
	(c)	System design methodologies	6
	(c)	Transaction processing systems	6
	(c)	Management information systems	2
	(c)	Decision support systems	3
	(c)	Software management	4
	(c)	Data management	4
	(c)	Information management	3
	(c)	Distributed data processing communication	2

CLASS MEETINGS:	Three 50-minute sessions or two 75-minute sessions per week for 14 weeks and a three hour final examination.
TEACHING METHOD:	The course is primarily conducted as a lecture course, covering most of the material in the textbook (chapters on hardware and peripherals are omitted). Part of the course is devoted to computer projects and lab exercises. Students are required to work individually or in groups/teams on the projects. All exercises are within the scope of the skills learned in prerequisite courses.
EVALUATION:	Two or three quizzes Final exam Computer Exercises/Homework

COURSE NUMBER: SBAD 347

COURSE TITLE: Legal Environment of Business

INSTRUCTORS: Dr. Meyer Drucker

REQUIRED TEXT: Law and The Legal Environment, Anderson, 1990 edition.

DESCRIPTION OF COURSE: Legal system; crimes and torts; consumer, anti-trust, labor and employment law; environment and insurance; contracts and agency; business ethics; and international matters.

OBJECTIVES: Two class periods are exclusively reserved for sections of the text on ethical behavior. In addition, coverage of chapter 56 is devoted exclusively to the international legal environment. During the entire course, students are made aware of cultural differences in society. In addition, students must research at least three sources for a three page paper on "Ethics and International Business." Each student is required to complete the project on a computer and lead a class discussion on the findings. An outside politician, judge or business leader is usually brought in to speak on ethical behavior. During the past four years, the speakers have included the Lt. Gov. of South Carolina, the Congresswoman from our district, the Chief Justice of the State Supreme Court, and the President of Duke Power Company.

AREA OF COMMON BODY OF KNOWLEDGE COVERED: (a) Business Functions and Operations
(b) Economic-Social-Legal Environment

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(b)	Foundations of Legal Systems:	
	(b)	Nature of Legal System and Law	
	(b)	Organization of Legal System	
	(b)	Criminal Law, Torts	6
	(a) (b)	Government Regulation of Business: Antitrust, Administrative Law, Employment, Labor Law, Environmental Law	7
	(b)	Ethics and International Activities: International Business Law - Presentations by Students	9
	(a) (b)	Contracts: Concepts, Formation, Relief, Consideration, Capacity, Public Policy, Statute of Frauds, Nonperformance and Discharge	10

(a)	Agency: Nature & Creation, Duties of Principal & Agent, Relation to Torts & Contracts, Termination of Agents	5
(b)	Consumerism: Consumer Law - Waiver, Modifications & Breach of Warranties, Defective & Unreasonably Dangerous Products, Banking & Negotiable Instruments	5
(b)	Insurance: General Principles, Life, Fire and Automobile	3

CLASS MEETINGS: Three 50-minute sessions or two 75-minute sessions per week for 14 weeks and a three-hour final examination.

TEACHING METHOD: Lecture, student presentations, speakers.

EVALUATION: Examinations
Paper/class presentation

COURSE NUMBER: SBAD 350

COURSE TITLE: Principles of Marketing

INSTRUCTORS: Dr. Thomas Gunter, Dr. Faruk Tanyel

REQUIRED TEXT: Contemporary Marketing, Pride and Ferrell, 1991.

DESCRIPTION OF COURSE: Marketing functions, trade channels, price policies, expenses and profits of middlemen, and public policy with respect to marketing practices.

OBJECTIVES: The major objectives of this course are to:

1. understand the role of marketing in our society.
2. learn how marketing interacts with the other functional areas of business in response to internal and external changes.
3. use the tools available to assist marketing professionals in making decisions between alternatives.
4. identify both controllable and uncontrollable variables involved in marketing.
5. explore career opportunities which are available in the field of marketing.
6. understand the fundamentals involved in developing a basic plan for marketing a product.

AREA OF COMMON BODY OF KNOWLEDGE COVERED:

- (a) Business Functions and Operations
- (b) Economic-Social-Legal Environment
- (d) Organization Theory and Interpersonal Behavior

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(a) (d)	Marketing's Role	3
	(a) (b)	Opportunities and Environmental Plans	8
	(a) (d)	Consumer Behavior	4
	(a)	Market Segmentation	3
	(a)	Strategic Planning	4
	(a)	Pricing	3
	(a)	Product/Production	5
	(a)	Channels	6
	(a)	Promotion	6
	(a)	International	3

CLASS MEETINGS: Three 50-minute sessions or two 75-minute sessions per week for 14 weeks and a three-hour final examination.

TEACHING METHOD: Lecture and discussion.

EVALUATION:**Communications skills:**

- (1) Class presentation of cases
- (2) Written reports
- (3) Term project

Computer skills:

- (1) Word processed papers
- (2) Library databases

Library assignments:

- (1) Cases
- (2) Term project

Team projects: Cases

COURSE NUMBER: SBAD 363

COURSE TITLE: Business Finance

INSTRUCTORS: Dr. Michael Jilling (for Dr. Dave Mullis on sabbatical)

REQUIRED TEXT: Financial Management: A Practical Approach, Nunnally and Kester.

DESCRIPTION OF COURSE: Procurement and management of wealth by privately owned profit-seeking enterprises.

OBJECTIVES: The major objectives of this course are to:

1. acquaint the student with the nature of finance and its role in the operation and administration of the firm.
2. learn the basic principles involved in obtaining and utilizing funds in an optimal manner.
3. develop the student's ability to use basic financial principles and techniques in decision making.
4. provide the student with the basic foundation necessary for advanced study in finance and/or to serve in a managerial capacity in a business firm.

AREA OF COMMON BODY OF KNOWLEDGE COVERED: (a) Business Functions and Operations
(b) Economic-Social-Legal Environment

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(a) (b)	Overview of Financial Management	1
	(a)	Flow of Cash	2
	(a)	Financial Analysis	5
	(a) (b)	Short Term Financing	2
	(a)	Controlling Cash Flows	2
	(a)	Mathematics of Finance	4
	(a) (b)	Market for Long Term Securities	3
	(a)	Common and Preferred Stock	3
	(a)	Internal Financing	3
	(a) (b)	Long Term Debt	3
	(a) (b)	Leasing	2
	(a)	Dividend Decision	5
	(a)	Fixed Assets (Capital Budgeting)	4
	(a)	Cost of Capital	4
	(a) (b)	Merger, Reorganization, Liquidation	2

CLASS MEETINGS:	Three 50-minute sessions or two 75-minute sessions per week for 14 weeks and a three-hour final examination.
TEACHING METHOD:	Lecture and problem solving.
EVALUATION:	Four exams, including multiple choice, problem solving and discussion questions.

COURSE NUMBER: SBAD 371

COURSE TITLE: Organizational Management and Behavior

INSTRUCTORS: Dr. Steve Berry, Ms. Della Frye

REQUIRED TEXT: DuBrin, Ireland, and Williams, Management and Organization

DESCRIPTION OF COURSE: Survey of functions of management and forms of organizational behavior demonstrated in all types of organizations, with an emphasis on international aspects.

OBJECTIVES: The major objectives of this course are to:

1. provide students with a basic background and foundation that will lead to an appreciation and understanding of management and its practices.
2. develop and explain the concepts, theories, techniques, and approaches in a systematic manner to help students gain the skills required to manage effectively.
3. help students develop oral and written communication skills through verbal discussions in class and outside written assignments.
4. expose students to ethical considerations and international issues related to discussion topics when appropriate.

AREA OF COMMON BODY OF KNOWLEDGE COVERED: (d) Organization Theory and Interpersonal Behavior

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(d)	Introduction--The Functions, Skills, and Roles of Managers	3
	(d)	Managerial Decision Making	4
	(d)	Strategic Planning	4
	(d)	Division of Work, Integration Mechanisms, Organization Structure	4
	(d)	Authority and Power Relationships	3
	(d)	Delegation and Decentralization	3
	(d)	Leadership	3
	(d)	Motivation	4
	(d)	Interpersonal communication and group behavior	6

(d)	Controlling	3
(d)	Ethical and Social Responsibility ¹	4
(d)	International Management ²	4

CLASS MEETINGS: Three 50-minute sessions or two 75-minute sessions per week for 14 weeks and a three-hour final examination.

TEACHING METHOD: Methods of presentation include instructor lectures, verbal discussion of cases, small group experiential exercises, verbal and written analysis of films, outside reading, and written assignments. Emphasis is placed on participation and communication.

EVALUATION:

1. Average on chapter tests = 50%
2. Final Exam = 25%
3. Class Participation = 25%

Note: Students "earn" class participation "points" from a variety of activities: (1) verbal discussions of business cases and experiential exercises, (2) written analysis and verbal discussion of films, (3) class attendance and (4) article summaries -- these are part of a library assignment requiring students to do outside reading on management-related topics from business journals.

¹The ethical aspects of management are discussed in terms of: (a) the value judgment of managers; (b) the meaning of ethics and social responsibility; (c) the classical, accountability, and public perspectives of social responsibility; and (d) the determinants of ethical standards and practices.

²The international aspects of management are discussed in terms of: (a) currency exchange rates and international trade; (b) challenges and problems facing the international manager (e.g., conflict of cultural attitudes, unfavorable political climate, unfamiliar legal systems, etc.); and (c) different aspects of the multinational corporation (e.g., methods of entry into international markets, staffing, organizational structure, and controlling).

COURSE NUMBER: SBAD 372

COURSE TITLE: Management of Production Operations

INSTRUCTORS: Dr. Robert Anderson, Dr. Lilly Lancaster

REQUIRED TEXT: Heizer and Render, Production and Operations Management

DESCRIPTION OF COURSE: Planning, managing and controlling the production and operations functions with an emphasis on the use of quantitative methods.

OBJECTIVES: The major objectives of this course are to:

1. develop a framework for analysis and decision making.
2. explain the relationship between the Production Operations Management (POM) function and other functions of the firm.
3. explain the role of the POM manager in various organizations.
4. utilize quantitative tools and the computer to solve problems.
5. develop an awareness of POM issues in the world market.

AREA OF COMMON BODY OF KNOWLEDGE COVERED: (a) Business Functions and Operations
(c) Quantitative Methods and Information Systems

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(a) (c)	Linear Programming	6.5
	(a) (c)	Waiting Lines	3.5
	(a)	Product Strategy	6.5
	(a)	Process Strategy	6.5
	(a)	Layout Strategies ¹	3.5
	(a)	Inventory Control, ¹ JIT	8
	(a)	MRP ¹	3.5
	(a)	Quality Control ¹	5

¹An international perspective is taken throughout the text used for this course. POM issues in Eastern Europe, Japan, Southeast Asia and developing countries are discussed. Special emphasis is placed upon Japanese approaches to POM such as statistical quality control and just-in-time production.

CLASS MEETINGS:	Three 50-minute sessions or two 75-minute sessions per week for 14 weeks and a three-hour final examination.	
TEACHING METHOD:	Lecture, discussion, video tapes, films, computer demos. Students are introduced to computer-supported quantitative methods to manage the Production/Operations function. Homework assignments involving computer use are a required part of the class. Students must also read and prepare a book report based on a current POM topic. Oral presentations based on the book reports are made to the class. Books recently read include: Shonberger, <u>Japanese Manufacturing Techniques</u> , Deming, <u>Out of Crisis</u> , Shingo, <u>Strategies for Plant Improvement</u> ; and Lu, <u>Kanban Just in Time At Toyota</u> .	
EVALUATION:	Homework and Quizzes	10%
	Book Report	15% (based on 75% of written grade and 25% of oral presentation grade)
	Examinations	75%

COURSE NUMBER: SBAD 478

COURSE TITLE: Business Policy

INSTRUCTORS: Mr. Robert Pauley

REQUIRED TEXT: Christensen, Andrews, Bower, Hamermesh, Porter, Business Policy Text and Cases, 7th edition.

DESCRIPTION OF COURSE: Multifunctional approach to the study of organizational problems and opportunities. Knowledge gained in previous courses is applied to the functions of an organization through use of strategies, objectives, policies, technology, environment, systems, ethics, and decision making. Requirements include individual research accompanied by written and oral presentations.

OBJECTIVES: The major objectives of this course are to:

1. Understanding the tasks of the general manager in leading the overall enterprise, in contrast to the tasks of a specialist manager whose responsibilities are limited to a subdepartment of the total organization.
2. Highlight of strategic management as a key function and responsibility of the general manager, not as a staff planning activity.
3. A study of the general manager's ability to manage the process by which an organization both formulates and implements its strategy.
4. Emphasis on the importance of general management practice as a professional activity recognizing the multiple constituencies with conflicting needs and goals reconciling both the economic and social-ethical goals.

The cases presented encourage the apprentice managers to practice vicariously the organizational process of goal definition and accomplishment.

AREA OF COMMON BODY OF KNOWLEDGE COVERED: (e) Administrative Processes and Policy

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(e)	<u>The Chief Executives Job: Roles and Responsibilities.</u> The president as an organization and personal leader, enormity of the task, need for concept to reconcile complexity of the role.	6
	(e)	<u>The Concept of Corporate Strategy.</u> Reasons for and against articulating strategy, formulating and implementing strategy, kinds of companies, criteria and problems in evaluating.	10

- | | | |
|-----|---|----|
| (e) | <u>The Company and Its Environment.</u>
Relating opportunities to resources.
Tracking change, competition and structure.
Opportunities as determinant of strategy.
Identification of corporate competence related to its environment. | 10 |
| (e) | <u>The Company and Its Strategies.</u>
Strategy as a projection of preference.
The inevitability of values, recognizing and reconciling divergent values thru modifications. | 3 |
| (e) | <u>The Company and Its Responsibilities to Society.</u> Ethical and moral components.
The individual and the company. The range of concerns. Choice of strategic alternatives for social action. | 4 |
| (e) | <u>The Accomplishment of Purpose.</u>
Coordination of divided responsibilities.
Interdependence of formulation and implementation. Subdivision of tasks.
Strategy as a toy to simplicity. | 4 |
| (e) | <u>Organizational Process and Behavior.</u>
Measurements of performance. Fallacy of the single criterion. Incentives, restraints and controls. Enforcing ethical standards. Management development. | 5 |

CLASS MEETINGS: Three 50-minute sessions or two 75-minute sessions per week for 14 weeks and a three-hour final examination.

TEACHING METHOD: Lecture and discussion. The emphasis is placed on highly interactive discussion. Students prepare two written case analyses for class discussion.

EVALUATION:	Class participation	40%
	Written material	30%
	Final exam	30%

COURSE NUMBER: SBAD 479

COURSE TITLE: Dean's Seminar

INSTRUCTORS: Dr. Jerome V. Bennett

REQUIRED TEXT: Bowie & Duska, Business Ethics; Fortune Magazine.

DESCRIPTION OF COURSE: Integration of business knowledge, exploration of ethical and other contemporary issues, and interaction with business practitioners.

OBJECTIVES: This seminar is designed to enable students to gain interactions with government and business practitioners; to discuss issues of corporate ethics; to explore international trade competitiveness and other contemporary issues by research and by discussion with business executives; and to discuss with such executives how business functions relate and integrate in a corporate structure.

This seminar requires students to draw on their liberal arts and business foundation courses as well as on assigned research to debate and to evaluate contemporary issues for which there are strong and often conflicting philosophical and rational differences.

AREA OF COMMON BODY OF KNOWLEDGE COVERED: (b) Economic-Social-Legal Environment
(e) Administrative Processes and Policy

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(e)	International Competitiveness ¹	5
	(b)	Ethical Issues for the Corporate Executive ²	5
	(e)	Financial and Ethical Issues in Corporate Takeovers	5

CLASS MEETINGS: The class meets one 50-minute class period per week. The class meets at an hour which facilitates executive availability.

Some class sessions feature a business executive who discusses an appropriate issue.

A ten page report on Total Quality Management is required, to be based on library research and viewing of tapes on the Malcolm Baldrige competition.

¹In preparation for the speakers, students explore such issues as the protectionism, tariffs, the global market place, EEC 1992 and ISO 9000.

²Students discuss a wide range of ethics topics as related to business, using the text as a primary source. Students research takeovers from the financial and ethical perspectives and use the Annenberg/CPB series of video tapes.

Several classes are devoted to discussion of the text. Ethical issues are discussed with guest speakers.

Each issue of Fortune features a cover story. A one-page handwritten summary of each cover story is brought to class for class discussion.

TEACHING METHOD: Lecture, discussions, guest speakers, presentations, tapes/films, and others.

EVALUATION:	Project Report	30%
	Project Presentation	30%
	Exam on Ethics	30%
	Comprehensive Exam ¹	10%

¹ This comprehensive exam covers topics covered in business core courses. The exam is prepared by the Educational Testing Service and is used nationwide. It is part of the assessment process of the University.

COURSE NUMBER: SCSC 130

COURSE TITLE: Introduction to Computer Technology

INSTRUCTORS: Computer Science Faculty (D. Codespoti, D. Cooke, M. Harper)

REQUIRED TEXT: Computers Tools for an Information Age; Capron; Benjamin/Cummings Publishing Company; 1990

DESCRIPTION OF COURSE: Basic computer components and peripherals, basic computer function, input/output concepts, storage concepts, data communications, distributed processing, programming language concepts.

OBJECTIVES: The major objectives of this course are to introduce the students to:

1. computers and provide a brief history of the origins of computers.
2. computer hardware including data representation, the central processing unit, input and output devices, external storage, and telecommunications.
3. computer software including operating systems, programming languages, and applications packages (for microcomputers).
4. the fundamental concepts of systems analysis and design.
5. computer security and privacy issues.
6. computer related jobs, including job displacement.

AREA OF COMMON BODY OF KNOWLEDGE COVERED: (c) Quantitative Methods and Information Systems

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(c)	Introduction	2
	(c)	History	2
	(c)	Hardware: Data Representation, Central Processing Unit, Input/Output, External Storage, Telecommunications	10
	(c)	Software: Operating System Programming Languages, Applications Packages	9
	(c)	Systems Analysis & Design	2
	(c)	Computer Crime & Privacy Issues	3

CLASS MEETINGS:	Two 50-minute sessions per week for 14 weeks and an hour final examination.
TEACHING METHOD:	Lecture and demonstration of the computer.
EVALUATION:	Written examinations

COURSE NUMBER: SCSC 131

COURSE TITLE: BASIC Programming

INSTRUCTORS: Computer Science Faculty (Lee, Parris)

REQUIRED TEXT: QuickBASIC Using Modular Structure; Bradley; William C. Brown Publishing Company, 1989.

DESCRIPTION OF COURSE: An introduction to programming in the BASIC language.

OBJECTIVES: The major objectives of this course are for the student to be able to:

1. edit, debug, and run BASIC programs, including interactive programs
2. use and understand simple input and output to the screen and the printer
3. use and understand formatted output to the screen and the printer
4. use and understand relational, logical, and arithmetic operators
5. use and understand structured programming using subroutines
6. use and understand control flow statements (loops, if-then-else)
7. use and understand one dimensional arrays
8. use and understand sequential searching of one dimensional arrays
9. use and understand a simple sort such as the bubble sort
10. use and understand the numeric and string data types

AREA OF COMMON BODY OF KNOWLEDGE COVERED: (c) Quantitative Methods and Information Systems

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(c)	Input and Output	3
	(c)	Loops	3
	(c)	Arrays	4
	(c)	Conditionals	3
	(c)	Interactive programming	4
	(c)	Subprograms	4
	(c)	Searching	4
	(c)	Sorting	4

CLASS MEETINGS:	Two 50-minute sessions per week for 14 weeks and a one hour final examination.
TEACHING METHOD:	Lecture and hands-on programming of the computer.
EVALUATION:	Written examinations (4) and computer programs (5).

- COURSE NUMBER: SCSC 137
- COURSE TITLE: Software Applications Packages
- INSTRUCTORS: Computer Science Faculty (Lee, Lewis, Smith)
- REQUIRED TEXT: Ross and Lund, Understanding and Using Application Software Vol. 3
- DESCRIPTION OF COURSE: An introduction to microcomputer disk operating systems and the three most popular microcomputer applications packages: word processing, spread sheets, and data base management.
- OBJECTIVES: Students are introduced to MS-DOS as well as three widely used packages; word processing, electronic spreadsheet, and database management. Objectives, relative to the four areas, are:
- A. DOS-- A student will be able to:
 - 1. format disks.
 - 2. use screen dump and printer echo.
 - 3. copy, delete, and rename files.
 - 4. make, change, delete, and otherwise use sub-directories.
 - 5. make and use batch files.
 - B. Word Processing-- A student will be able to:
 - 1. create, save, and print documents.
 - 2. copy, move, and delete text.
 - 3. set margins, vertical line spacing, and tabs.
 - 4. set text for bold and underlined printing.
 - 5. use search, and search and replace.
 - 6. use the spell checker.
 - C. Electronic Spreadsheet-- A student will be able to:
 - 1. create, save, and print spreadsheets.
 - 2. copy, move, delete, blank, format, and change width of cells.
 - 3. use fixed, relative, and mixed cell references.
 - 4. create and print graphs.
 - D. Database Management-- A student will be able to:
 - 1. create a database file.
 - 2. append, insert, delete, sort, and index records.
 - 3. print reports on a database file.

AREA OF COMMON BODY OF
KNOWLEDGE COVERED:

(c) Quantitative Methods and Information Systems

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(c)	Disk Operating Systems	7
	(c)	Word Processing Software	7
	(c)	Spread Sheet Software	7
	(c)	Database Management Software	7

CLASS MEETINGS: Two 50-minute sessions per week for 14 weeks and a one hour final examination. Since this is a computer laboratory class, it carries 1 credit hour.

TEACHING METHOD: Lecture, demonstration of the computer.

EVALUATION: Completed computer based projects and final exam.

COURSE NUMBER: SECO 221

COURSE TITLE: Principles of Macroeconomics

INSTRUCTORS: Dr. James Reese, Dr. Sarah Rook

REQUIRED TEXT: Boyes and Melvin, Economics

DESCRIPTION OF COURSE: Causes and effects of changes in economic aggregates, including gross national product, personal income, unemployment, and inflation. The role of economics in contemporary society and the effect of government monetary and fiscal policy on the functioning of a free-market system is explored.

OBJECTIVES: The objectives are to introduce the student to:

1. economic concepts and policy analysis.
2. macroeconomic nomenclature and measurement.
3. the Keynesian model of the economy.
4. monetary and financial institutions and their impact on the national economy.
5. fiscal and monetary policy.
6. current macroeconomic problems.

AREA OF COMMON BODY OF KNOWLEDGE COVERED: (b) Economic-Social-Legal Environment

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(b)	Introduction to Economics	7
	(b)	Macroeconomic Measurement	6
	(b)	Models (Classical & Keynesian) and Fiscal Policy	11
	(b)	Money, Banking, and Economic Activity	12
	(b)	Macroeconomic Role of Govt. & International Economics (International Trade & International Finance) ¹	9

¹This section of the course focuses on the economic costs and benefits of international trade. A chapter covered in this section addresses exchange rate theory and international monetary flows.

CLASS MEETINGS:	Three 50-minute sessions or two 75-minute session for per week for 14 weeks and a three-hour final examination.
TEACHING METHOD:	Lecture and discussion.
EVALUATION:	Students are evaluated based on 2 or 3 tests during the semester and a cumulative final exam.

COURSE NUMBER: SECO 222

COURSE TITLE: Principles of Microeconomics

INSTRUCTORS: Dr. Duncan Bailey, Mr. Eric Jolly

REQUIRED TEXT: Boyes and Melvin, Economics

DESCRIPTION OF COURSE: Consumer demand, supply, and price in a free-market system. The economics of the firm are presented within the context of different market structures.

OBJECTIVES: The student will be able to:

1. understand the basic economic problem, and alternative systems available to resolve the problem, especially capitalism.
2. understand the principles of resource allocation.
3. recognize perfect competition, monopoly, monopolistic competition, and oligopoly and the importance of market structure.
4. integrate cost, revenue, and profit concepts and their relationship to the production function.
5. be aware of the economic structure within which society functions and to discuss economic social issues and the role of government.

AREA OF COMMON BODY OF KNOWLEDGE COVERED: (a) Business Functions and Operations
(b) Economic-Social-Legal Environment

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(a) (b)	Introduction to Economics: scarcity, demand, supply, elasticity, utility	10
	(a) (b)	Supply topics: production, cost	8
	(a) (b)	Market Structure and Market Power	13
	(a) (b)	Resource Markets	7
	(b)	Microeconomic Role of Government	7

CLASS MEETINGS: Three 50-minute sessions or two 75-minute sessions per week for 14 weeks and a three-hour final examination.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Students are evaluated based on 2 tests during the semester and a cumulative final exam.

COURSE NUMBER: SECO 291

COURSE TITLE: Probability and Statistics

INSTRUCTORS: Dr. Stephen Berry, Dr. James Reese

REQUIRED TEXT: Lapin, Statistics for Modern Business Decisions

DESCRIPTION OF COURSE: Concepts of probability, probability distributions, and sampling theory.

OBJECTIVES: The student will be able to:

1. describe statistical data using frequency distributions and measures of central tendency and variation.
2. understand introductory sampling theory.
3. calculate probabilities using basic probability laws.
4. generate a random variable and calculate the expected value and the variance of the random variable.
5. calculate probabilities using discrete and continuous probability distributions (binomial and the normal).
6. create confidence intervals for the mean using large or small sample data.
7. perform one-tail and two-tail hypothesis tests for the mean based on large or small sample data.

AREA OF COMMON BODY OF KNOWLEDGE COVERED: (c) Quantitative Methods and Information Systems

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(c)	Introduction	1
	(c)	Describing Statistical Data	5
	(c)	Summary of Descriptive Measures	6
	(c)	Statistical Sampling Study	3
	(c)	Probability	6
	(c)	Probability Distributions and Expected Value and the Binomial Distribution	6
	(c)	Normal Distribution	5
	(c)	Statistical Estimation	5
	(c)	Hypothesis Testing	8

CLASS MEETINGS:	Three 50-minute sessions or two 75-minute sessions per week for 14 weeks and a three hour final examination.
TEACHING METHOD:	Lecture and discussion.
EVALUATION:	Students are evaluated based on two or three tests during the semester and a cumulative final exam.

COURSE NUMBER: SECO 292

COURSE TITLE: Statistical Inference

INSTRUCTORS: Dr. Sarah P. Rook

REQUIRED TEXT: Lapin, Statistics for Modern Business Decisions

DESCRIPTION OF COURSE: Methods of statistical inference, including additional topics in hypothesis testing, linear statistical models, and time series analysis.

OBJECTIVES: Economics 291 and 292 constitute a two-course sequence in introductory business statistics. The objective of these courses is to provide the student with a body of methods and theories that can be applied to numerical evidence to facilitate decision making in the face of risk and uncertainty. In SECO 292, the student will be able to:

- (1) make statistical inferences based upon hypothesis testing and analysis of variance.
- (2) complete statistical analyses based upon simple and multiple regression models.
- (3) complete time series analysis based upon regression models.
- (4) calculate index numbers.

AREA OF COMMON BODY OF KNOWLEDGE COVERED: (c) Quantitative Methods and Information Systems

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(c)	Introduction and Review of Hypothesis Testing	4
	(c)	Statistical Inference for Comparing Two Populations	5
	(c)	Analysis of Variance	6
	(c)	Simple Regression and Correlation	9
	(c)	Multiple Regression and Correlation	7
	(c)	Chi-Square Applications	6
	(c)	Index Numbers	4
	(c)	Time Series and Forecasting	4

CLASS MEETINGS: Three 50-minute sessions or two 75-minute sessions per week for 14 weeks and a three-hour final examination.

TEACHING METHOD: Lecture and discussion. The students are introduced to statistical analysis through emphasis on problem-solving applications and a simple statistical package (Easy Stat).

EVALUATION: 2 or 3 examinations, homework and computer exercises.

COURSE NUMBER:	SMTH 121
COURSE TITLE:	Mathematical Analysis I
INSTRUCTORS:	Ms. Elizabeth Whitener, Ms. Linda Cooke, Mr. Charles Stavely, Mr. William White, Mr. Thomas Ordoyne
REQUIRED TEXT:	Lial and Miller, <u>Mathematics with Applications in the Management, Natural, and Social Sciences</u>
DESCRIPTION OF COURSE:	Basic concepts of elementary algebra, subsets of the Cartesian plane; polynomial, rational, exponential, logarithmic, and other functions; matrices; arithmetic and geometric series, simple and compound interest; annuities; basic probability.

OBJECTIVES: The major objectives of this course are to:

1. give students a knowledge of the basic concepts of functions while studying graphs and applications of linear, quadratic, rational, exponential, and logarithmic functions;
2. give students a working knowledge of the mathematics of finance, including simple and compound interest and annuities;
3. give students an introduction to matrix algebra and its applications;
4. introduce students to basic concepts of probability.

AREA OF COMMON BODY OF KNOWLEDGE COVERED: (c) Quantitative Methods and Information Systems

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(c)	Linear functions and their applications, Quadratic models, Polynomial models, Rational functions	15
	(c)	Exponential functions and applications, Logarithmic functions and applications, Mathematics of finance	13
	(c)	Systems of linear equations (solution by the Gauss-Jordan method, matrix algebra including matrix inverses, applications of matrices), graphical solution of linear programming problems.	12
	(c)	Sets, permutations and combinations, basic properties of probability. Bayes' Formula.	5

CLASS MEETINGS:	Three 50-minute sessions or two 75-minute sessions per week for 14 weeks and a three-hour final examination.
TEACHING METHOD:	Lecture and discussion.
EVALUATION:	In class examinations.

COURSE NUMBER: SMTH 122

COURSE TITLE: Mathematical Analysis II

INSTRUCTORS: Dr. Linda Gilbert, Mr. Thomas Ordoyne

REQUIRED TEXT: Lial and Miller, Mathematics with Applications in the Management, Natural, and Social Sciences

DESCRIPTION OF COURSE: Derivatives and integrals of elementary algebraic, exponential and logarithmic functions; maxima, minima, rate of change, area under a curve, and volume. Problems and examples are drawn from a variety of areas which include economics, psychology, biology, geography, and geology.

OBJECTIVES: The major objective of this course is to:

provide students with an intuitive understanding of the basic tools of differential and integral calculus and their applications in business and the social sciences using algebraic, exponential, and logarithmic functions.

AREA OF COMMON BODY OF KNOWLEDGE COVERED: (c) Quantitative Methods and Information Systems

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
(c)		Exponential & logarithmic functions. Differential calculus (limits, continuity, rates of change, derivative formulas for algebraic, exponential, and logarithmic functions).	15
(c)		Applications of the derivative (maxima and minima, second derivative test, introduction to multi-variable functions and partial derivatives).	10
(c)		Integral calculus (antiderivatives area and the definite integral, Fundamental Theorem of Calculus, applications, techniques of integration).	10
(c)		Statistics (measures of central tendency measures of variation, normal and binomial distributions).	10

CLASS MEETINGS:	Three 50-minute sessions or two 75-minute sessions per week for 14 weeks and a three-hour final examination.
TEACHING METHOD:	Lecture and discussion.
EVALUATION:	In class examinations.

COURSE NUMBER: STHE 140

COURSE TITLE: Public Address

INSTRUCTORS: Mr. James Cox, Mr. William Drake, Mr. Gene Hutsell, Mr. Ray Lee, Ms. Rachelle Prioleau

REQUIRED TEXT: Gregory, Public Speaking for College and Career

DESCRIPTION OF COURSE: Oral communication and speaking before an audience.

OBJECTIVES: The major objectives of this course are to:

1. instill in each student an appreciation for and practical illustration of the role that oral communication in its various forms plays in mobilizing action to affect social change.
2. equip students with skills in critical listening and speaker - audience interaction.
3. provide models and practical applications of subject selection, effective organizational procedures, and delivery techniques.
4. improve skills in combining careful data analysis with unique and creative approaches to speech materials.

AREA OF COMMON BODY OF KNOWLEDGE COVERED: (d) Organization Theory and Interpersonal Behavior

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(d)	Effective Listening	4
	(d)	Topic Research and Selection	3
	(d)	Manuscript Organization and Style	4
	(d)	Use of Visual Aids	3
	(d)	Speech Delivery	4
	(d)	Oral Reports/Speeches	27

CLASS MEETINGS: Three 50-minute sessions or two 75-minute sessions per week for 14 weeks and a three-hour final examination.

TEACHING METHOD: Lecture and student presentations. Student presentations are videotaped for purposes of evaluation and critique.

EVALUATION: Oral reports and speeches.

INTERNATIONAL DIMENSION

The following three international courses are required concentration courses effective Fall, 1991.

Concentration**Required**

Accounting

SBAD 561. International Business Finance

Economics/Finance

SECO 503. International Economics

Management

SECO 503. International Economics

Marketing

SBAD 452. International Marketing

COURSE NUMBER: SBAD 452

COURSE TITLE: International Marketing

INSTRUCTORS: Dr. T. H. Gunter

REQUIRED TEXT: International Marketing by Czinkota & Ronkainen

DESCRIPTION OF COURSE: Social, cultural, legal, political, and economic factors affecting the marketing of products and services in the world markets.

OBJECTIVES: The major objectives of this course are to:

1. give students a basic understanding of the operation of marketing in a global economy.
2. distinguish between the various cultural patterns and their impact on the firm as it attempts to internationalize its operations.
3. investigate the impact internationalization has on the strategic and tactical marketing decisions made by the organization.
4. explore the responsibilities which modern organizations operating within a global context have in fulfilling social and environmental obligations.
5. develop the ability to apply knowledge of business on the international scale.
6. finally, it is hoped that the student will obtain a sufficient background to become able to cope creatively with the marketing problems that will face him or her as a future manager of a multinational organization.

AREA OF COMMON BODY OF KNOWLEDGE COVERED:

- (a) Business Functions and Operations
- (b) Economic-Social-Legal Environment
- (d) Organization Theory and Interpersonal Behavior

TOPICS COVERED: Area (s)

Topics

Classroom Hours

(a)	Why US must trade internationally	2
(a)	International marketing environment	2
(b)	Political and legal environment	3
(d)	Cultural environment	5
(a)	Financial environment	2
(a)	Exporting, Secondary research	3
(a)	Library session: International sources	2
(a)	Product adaptation and export pricing	4
(d)	Communications and Channels	3
(a)	Export intermediaries	2
(a)	Direct investment, primary research	3
(a)	Product management, global pricing	5
(a)	Logistics	2
(d)	Promotion, organization and control	4
(a) (b)	Services, countertrade, government marketing	3

CLASS MEETINGS: Three 50-minute sessions or two 75-minute sessions per week for 14 weeks and a three-hour final examination.

TEACHING METHOD: Lectures by the professor to clarify, illustrate, and supplement the material covered in the regular textbook and other reading assignments.

Class discussions of assigned cases supplemented by written discussions of the assigned cases. Written cases are to be turned in to the instructor prior to the class discussion. Cases have been selected to parallel as much as possible the readings assigned and give a reasonable balance between consumer products, industrial products, and services with an occasional case on individuals or ideas as the principle product.

Class discussions of contemporary problems, trends and opportunities with an occasional outside speaker.

Term project - required of each student. Each student will select one nation to analyze for the semester. Outlines of topics will be provided separately. Data should be gathered from both primary and secondary sources if possible. Topics should be approved by the end of the third week. A one page topical outline is due the end of the fifth week. Completed papers will follow a manual of writing style of your choice. Papers are due at the end of the thirteenth week of classes. Projects of special interest to the class will be summarized orally by the author upon request during the last week of classes. Copies of reports will be retained for use by others in our library. PC Globe software is the first source of such data.

Examinations: Four exams plus the final are usually given. Format is part subjective, part objective.

Quizzes will be offered on days randomly selected with one question about the reading or case assigned for the day. Course schedule assigns readings for each week. Students are to complete these readings prior to the scheduled class. Lectures follow this outline.

Book Report: Each student will report on one of the books included on the readings handout as a mid-term project. Reports will be briefly summarized during class sessions at the mid-term point of the semester.

EVALUATION PROCEDURE:		<u>Functional area</u>	<u>Weight</u>
	Examination 1 (Chs 1-6)	(DROP	100 each
	Examination 2 (Chs 7-10)	LOWEST	Total
	Examination 3 (Chs 11-13)	QUIZ	of 300
	Examination 4 (Chs 14-20)	GRADE)	
	Case studies, written and group		100
	Term project		200
	Book Report		100
	Final examination (Chs 21-24)		100
	Bonus points given		30
	Total points available		830

COURSE NUMBER: SBAD 561

COURSE TITLE: International Business Finance

INSTRUCTORS: Dr. David Mullis

REQUIRED TEXT: Multinational Business Finance, 5th edition, by Eiteman and Stonehill

DESCRIPTION OF COURSE: Financial management of a multinational business enterprise. Topics include subsidiary working capital management, financial analysis of overseas operations, sources of international capital, funds, remittance policies, trade finance, exchange risk management policies and techniques of financial control.

OBJECTIVES: The major objective of this course is to:

1. provide a foundation for the study of international finance and accounting topics.

AREA OF COMMON BODY OF KNOWLEDGE COVERED: (a) Business Functions and Operations
(b) Economic-Social-Legal Environment

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(a) (b)	International Monetary Systems	3
	(a)	Balance of Payments and parity	4
	(a)	Spot and Forecast Markets	3
	(a)	Futures and Options Markets	3
	(a) (b)	Management of Risk	9
		Foreign Exchange	
		Economic	
		Transaction	
		Translation	
	(a) (b)	Capital Markets and Instruments	8
		Trade Documents	
		Trade Financing	
		Global Financial Markets	
	(b)	Direct Foreign Investment	5
	(b)	Management of Ongoing Operations	10
		Current Assets	
		Comparative Accounting	
		Tax Influences	

- CLASS MEETINGS: Three 50-minute sessions or two 75-minute sessions per week for 14 weeks and a three hour final examination.
- TEACHING METHOD: Lecture, videotape presentations
Additional Material:
- (1) Videotape of "One Billion Dollar Day," is shown to illustrate the operation of foreign exchange markets.
 - (2) Readings from "50 Cases In International Finance."
- EVALUATION:
- (1) Examinations
 - (2) Paper on topic of students' choice on International Finance

COURSE NUMBER: SECO 503

COURSE TITLE: International Economics

INSTRUCTORS: Dr. Michael Jilling, Dr. James Reese

REQUIRED TEXT: International Economics, Robert Carbaugh, Wadsworth Publishing Company, 1989.

RECOMMENDED READINGS:

1. Euromony
2. Journal of International Business Studies
3. Selected Newspapers and Periodicals (Wall Street Journal, Business Week, Barron's, etc...)

DESCRIPTION OF COURSE: International Economics is the oldest branch of economics. Several thousand years before the concept of the GNP was formulated, complex international trade agreements were negotiated between the kingdoms and empires of antiquity. To this day, international trade and finance issues often dominate the agenda at the summit meetings of the heads of state of the major nations. International Economics offers the student an exposure to the theory of international transactions on national income, and an introduction to the network, composition and sources of world trade.

OBJECTIVES: To provide the student an opportunity to study and to discuss major international economic problems and issues. In addition to the formal study of the theories of international economics, the participants in this course should acquire a better understanding of contemporary trade and finance issues and gain a better perspective on the relative importance of the major international trading nations as measured by population, size, GNP, the magnitude of exports and imports, etc.

AREA OF COMMON BODY OF KNOWLEDGE COVERED: (b) Economic-Social-Legal Environment

TOPICS COVERED:	<u>Area (s)</u>	<u>Topics</u>	<u>Classroom Hours</u>
	(b)	Comparative advantage-gains from trade	3
	(b)	Free trade versus managed trade	4
	(b)	The foreign exchange market	4
	(b)	Exchange rate determination	3
	(b)	The balance of payments	4
	(b)	Goals and instruments of foreign economic policy	4
	(b)	Tariffs and other trade management techniques	4
	(b)	U.S. commercial policy	4
	(b)	Common Market (EEC)	4
	(b)	International monetary system	4
	(b)	Multinational enterprise	4
	(b)	International trade agreements	3

- CLASS MEETINGS: Three 50-minute sessions or two 75-minute sessions per week for 14 weeks and a three-hour final examination.
- TEACHING METHOD: Lecture and discussion.
- EVALUATION:
1. Two Exams (40%)
 2. Library assignments. Country studies (30%)
 3. Final Exam (30%)
 4. Recommended project: You may want to review, clip, collect, and arrange short articles from the financial press on the particular economic concepts discussed in class. For example, you could supplement your class notes on tariffs and quotas with an actual call for such protection as reported in the financial press. Such efforts help you gain a better understanding of international economics and they lead to greater appreciation of the complexity of the economic issues every member of society faces and must learn to cope with. (5% extra credit)

5. For each masters degree offered by your business unit, state the number of credits which are required in course work beyond the common body of knowledge (credits in addition to those listed for each curriculum under D, 1, above).

Not applicable.

6. For each masters degree, state the number of credits beyond the common body of knowledge **which must be earned in course work reserved exclusively for graduate students.**

Not applicable.

7. For your MBA degree, state the number of credits beyond the common body of knowledge (credits in addition to those listed for each curriculum under D, 1, above) which must be earned in course work **outside** the field of specialization.

Not applicable.

If your responses to instructions D, 5, 6, and 7 above do not conform to the minimum credit hours stipulated in the Guidelines to the masters curriculum portion of Standard IV, provide explanations.

Not applicable.

8. For each of the responses provided to instructions D, 5, 6, and 7 above, identify the relevant catalog references which prescribe these degree requirements.

Not applicable

9. Analysis of transcripts of students conferred masters degrees during the year of self-study. (Transcripts are **not** to be submitted with the self-study report, but are to be available to the visitation team.)

- a. Analyze the undergraduate and graduate transcripts comprising the records of the first 20 students in the alphabet to be awarded masters degrees during the year of self-study. Courses appearing on the transcripts should be marked according to the following system:

(Be sure that this sample includes a reasonable representation of all masters degrees awarded and, if necessary, expand the sample in order to achieve this result.)

Not applicable.

- b. For each individual's transcript(s) analyzed according to instruction "a" above, complete the following summary table to be included in each copy of the self-study report.

Not applicable.

- c. Prepare the following summary table for the 20 students whose records were analyzed under 9, b, previous page.

Comment on the reasons for deviations from the requirements of Standard IV which may be evident as a result of the above transcript analysis process.

Not applicable.

E. STUDENT DEGREE PLAN SHEETS

Provide examples of student degree plan sheets for each baccalaureate and masters curriculum (major) used by the business unit to assure that all degree requirements are met for each student.

The degree plan sheets for the 1991-93 catalog for the following programs offered by the School of Business are shown on the subsequent pages:

Bachelor of Science in Business Administration--concentrations in:

- Accounting
- Economics/Finance
- Management
- Marketing

USCS, MAJOR IN BUSINESS ADMINISTRATION
CONCENTRATION IN ACCOUNTING, MANAGEMENT, MARKETING, ECONOMICS/FINANCE

NAME _____ SOC. SEC. NUMBER _____ DATE _____
Catalog 1991-1993 CONCENTRATION _____

A. GENERAL REQUIREMENTS**GROUP I: COMM 101: (9)**

	Hrs.	Grade
SEGL 101	3	_____
SEGL 102	3	_____
STHE 140	3	_____

GROUP II: MATH (6-8)

SMTH 121	3	_____
SMTH 122	3	_____

GROUP III: ARTS & HUM. (9)

Fine Arts	3	_____
History	3	_____
Elective	3	_____

GROUP IV: SOCIAL & BEHAVIORAL SCI.

	Hrs.	Grade
ENGE (9)		
SGIS 201	3	_____
ELECTIVE	3	_____
ELECTIVE	3	_____

GROUP V: NATURAL SCIENCE (7-8)

(AT LEAST ONE WITH LAB.)

_____	_____
_____	_____

GROUP VI: FOREIGN CULTURE (3-4)

_____	_____
_____	_____

ELECTIVES (2-6)

_____	_____
_____	_____

SUPPORTING COURSES (6)

(Two additional English courses
above 200 level)

SEGL	3	_____
SEGL	3	_____

GROUP VII: COMPUTER SCIENCE (4)

SCSC 130	2	_____
SCSC 131	1	_____
SCSC 137	1	_____

B. BUSINESS CORE COURSES REQUIRED (40 HOURS)

SBAD 225	3	_____	SECO 291	3	_____	SECO 221	3	_____	SBAD 290	3	_____
SBAD 226	3	_____	SECO 292	3	_____	SECO 222	3	_____			

IN ORDER TO TAKE COURSES BELOW THIS LINE STUDENTS MUST BE ADMITTED TO THE UPPER DIVISION.
UPPER DIVISION APPROVAL _____ **DATE** _____

SBAD 347	3	_____	SBAD 363	3	_____	SBAD 372	3	_____	SENIOR SEMINAR		
SBAD 350	3	_____	SBAD 371	3	_____	SBAD 478	3	_____	SBAD 479	1	_____

C. BUSINESS CONCENTRATION COURSES**PUBLIC ACCOUNTING: (24) (DAY/ NIGHT)**

SBAD 331	3	_____
SBAD 332	3	_____
SBAD 333	3	_____
SBAD 335	3	_____
SBAD 433	3	_____
SBAD 435	3	_____
SBAD 437	3	_____
SBAD 561	3	_____

MANAGEMENT ACCOUNTING (24) (DAY/NIGHT)

SBAD 331	3	_____
SBAD 332	3	_____
SBAD 333	3	_____
SBAD 390	3	_____
SBAD 433	3	_____
SBAD 561	3	_____
SBAD	3	_____
SBAD	3	_____

CON. ELECTIVE CHOICES

SBAD 335, 364, 474, 476, 490, 491, 495

ECONOMICS/ FINANCE: (21) (DAY)

SECO 301	3	_____
SECO 321	3	_____
SECO 322	3	_____
SECO 503	3	_____
SBAD 364/365	3	_____
_____	3	_____
_____	3	_____

CON. ELECTIVE CHOICES

SECO 311, 499, 526, 594, SBAD 499, 561

MARKETING: (21) (DAY)

SBAD 351	3	_____
SBAD 352	3	_____
SBAD 452	3	_____
SBAD 457	3	_____
SBAD 458	3	_____
_____	3	_____
_____	3	_____

CON. ELECTIVE CHOICES

SBAD 353, 374, 390, 459, 499, 456, 561
SECO 503, 526

GENERAL MANAGEMENT: (21) (DAY)

SBAD 374	3	_____
SBAD 474	3	_____
SBAD 475	3	_____
SBAD 477	3	_____
SECO 503	3	_____
_____	3	_____
_____	3	_____

CON. ELECTIVE CHOICES (1 from each group)

a. SBAD 390, 473, 476, 499
b. SBAD 365, 452, 471, 491, 456, 561 & SECO 526

MANUFACTURING MANAGEMENT: (21) (NIGHT)

SBAD 333	3	_____
SBAD 390	3	_____
SECO 503	3	_____
_____	3	_____
_____	3	_____
_____	3	_____

CON. ELECTIVE CHOICES

SBAD 374, 452, 474, 475, 476, 477

III. Arts and Humanities**a. Fine Arts**

One course selected from the following:

Art History 105, 106, 211, 207, 170, Music 110, Theater 161, 162, Art Studio Courses. A student can take Music 155 (2 credit hours) one semester and take Music 156 (2 credit hours) next semester & receive 4 credit hours. This holds true for Music 165 and 166. Foreign Language courses do not qualify as Fine Arts

b. History 101, 102, 111, or 112**c. One course selected from the following**

Art History, Music History, Theater History, Philosophy, Religion, Literature in a Foreign Language, History

IV. Social and Behavioral Sciences**Government 201**

Two courses from the following, with two disciplines represented:

Anthropology, Government & International Studies, Geography 103, Psychology (except 225), Sociology (except 220)

V. Natural Science

Two courses, including at least one laboratory course, to be selected from one or more of the following

Astronomy, Biology, Chemistry, Geology, Geography 201, 202, Physics

VI. Foreign Culture

One course selected from the following:

Anthropology 102, Art, English 275, 276, 290, 322, 423, 319, Geography 121, 212, 340, Any foreign language except 103, Government and International Studies 310, 447, 481, History 112, 317, 318, 321, 341, 344, 351, 352, 356, 357, 358, 365

1. Students planning to take the Certified Public Accounting examination should take Business Administration 348, 432 and 435, in addition to the accounting concentration courses.

2. General studies courses, University 101 Mathematics 96 & 99 & English 100 are not acceptable as electives.

GROUP ELECTIVE CHOICES (see catalog for pre-requisites)

CANDIDATE FOR BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

Name _____ Soc. Sec. No. _____
 Address _____
 Phone: Residence _____
 Phone: Work _____ Concentration _____ Catalog: 91-93

DEGREE REQUIREMENTS

COURSE COMPLETION RECORD

Course Description	Sem. Hrs.	Course Description	Sem. Hrs.	Method	Grade	Date Rec.	Docu	Approved
Gen. Ed. Requirements								
I. Comm.	(9)							
SEGL 101	3							
SEGL 102	3							
STHE 140	3							
II. Math	(6-8)							
SMTH 121	3							
SMTH 122	3							
III. Arts & Hum.	(9)							
Fine Arts	3							
History	3							
*Elective	3							
IV. Soc. & Beh. Sc.	(9)							
SGIS 201	3							
*Elective	3							
*Elective	3							
V. Natural Sc.	(7-8)							
VI. Foreign Culture	(3-4)							
VII. Computer Science	(4)							
SGSC 130	2							
SGSC 131	2							
SCSC 137	1							
Supporting Courses	(6)							
SEGL	3							
SEGL	3							
Electives	(2-6)							
Major Courses Required								
Business Core	(40)							
SBAD 290	3							
SBAD 225	3							
SBAD 226	3							
SBAD 347	3							
SBAD 350	3							
SBAD 363	3							
SBAD 371	3							
SBAD 372	3							
SBAD 478	3							
SECO 221	3							
SECO 222	3							
SECO 291	3							
SECO 292	3							
SBAD 479	1							
Concentration Area	(21) (24 Accounting)							
	3							
	3							
	3							
	3							
	3							
	3							
	3							
	3							

Gen. studies courses, Univ. 101, Math 98 & 99 & Eng. 100 are not acceptable as electives.
 See Catalog for options.

Note: Students planning to take the Certified Public Accountant Examination should take SBAD 348 and 432 and 435L in addition to the Accounting concentration courses.

V. LIBRARY AND COMPUTER RESOURCES, FACILITIES, AND SERVICES**A. Describe the services provided by the library to business administration students and faculty.**

The mission of the Library at USCS is to satisfy the reference needs of all students, faculty, and staff in helping to fulfill the University's mission. That implies not only creating a library collection that serves the needs of users, but also increasing the awareness of faculty and students as to available resources both on- and off-campus and to guarantee that they have access to that information.

The objective of the six professional librarians and the 10.25 FTE support staff is to ensure that faculty and students get the needed information at the needed time. This implies having hours of operation that serve the students, with a collection that is up-to-date and relevant, and with a staff that is 100% service oriented.

The library is open 85½ hours per week, with professional reference service available 8:30 am - 9:00 pm each Monday - Thursday, and 8:30 am to 5:00 pm on Friday. Beginning in late Spring of 1993, reference service will also be available for 4 hours on the weekend. Additionally, an on-line catalog (USCAN) is available (on 13 terminals) giving immediate access to all materials within the entire University of South Carolina System. The catalog system is a USC adaptation of the nationally known NOTIS system developed by Northwestern University.

The extensive breadth of USCAN is only one of ten state-of-the-art computer-assisted information services provided by the library. Business Periodicals Index (BPI) on CD-ROM provides access to 345 (45% of the BPI) business periodicals retrospectively to 1982. The CD-ROM allows the business student to utilize Boolean operators in multiple subject literature searches.

Standard and Poor's Register is available on CD-ROM. This service provides financial profiles of private and public companies by such access points as SIC code, CUSIP and state of incorporation. This service is updated quarterly.

In the Spring of 1993, the library added the National Trade Data Bank (NTDB) on CD-Rom. The database consists of over 100,000 documents and tables gathered from 15 federal agencies. The NTDB is updated monthly.

Additionally, online access to any of the 100 plus business databases provided by DIALOG is available by appointment with a reference librarian. The reference desk is the hub of library service to faculty and students. In addition to extended hours, telephone reference service was added in the Spring of 1991 and is provided during the reference desk hours previously mentioned.

Bibliographic instruction sessions (instruction focused on an individual class with course-specific library skills taught) are also scheduled through the reference desk. Bibliographic instruction sessions are distributed equally among the reference librarians so that each librarian has an opportunity to be familiar with the business collection and business students' requirements. Bibliographic instruction sessions for business classes went from zero in the fall of 1988, to twelve sessions during the 1990-91 school year (this number does not reflect summer sessions). As of April 1, 14 sessions had been taught for the 1992-1993 school year. Faculty attend these sessions with their students to reinforce the importance of the library in the student's academic development.

Interlibrary loan service is provided at the reference desk. As mentioned before, USCAN includes the monograph collections of the eight regional campuses and the research collection of the Thomas Cooper Library (College of Business) at USC Columbia to the students and faculty. The periodical collection of the Thomas Cooper Library is also on USCAN, as approximately 50% of USCS Periodicals. Monographs and photocopies may be received through an interlibrary loan electronic mail network with delivery usually within two weeks. By 1995, 100% of USCS periodicals will be accessible through the online catalog.

B. Describe the type and methods of coordination between the library and your faculty with respect to acquisitions.

Acquisitions are coordinated by a Collection Development Coordinator (CDC) who is one of the professional librarians. A major function of the CDC is to guarantee that funds are spent in a way that is appropriate to the needs of the students and faculty. Once money is allocated to the acquisitions category, it is the CDC's responsibility to break down that allocation to each school. This is done using a formula based on the number of upper level courses, the number of students, and the relative cost of books in each discipline. Once an allocation is decided, the CDC notifies a librarian designated as the representative for each school.

Choice Cards, publisher's catalogs, flyers, and other book announcements are mailed monthly to the School of Business faculty liaison (Dr. Tom Oglesbee) by the Collection Development Coordinator. These packets also contain an accounting of dollars spent to date, dollars encumbered to date, dollars remaining to be spent to date, orders canceled, and a list of the new business and economics books received.

It is the responsibility of the School of Business faculty liaison to choose appropriate items either from these selection tools or from other sources. Faculty often receive book reviews, review copies, and catalogs that the library does not receive. The faculty liaison's responsibility is to ensure that all faculty of the school and all potential needs of the students and faculty are being evenly represented in the acquisitions requests. These requests are then sent back to the librarian who reviews the requests for appropriateness and balance. It is the librarian's responsibility to stay in constant communication with the faculty liaison so that, if the departmental requests seem to the librarian to stray from what seems to be appropriate, the faculty liaison can respond appropriately. In addition to these procedures, the librarians are always open to suggestions by the students. Librarians also evaluate materials borrowed on interlibrary loan as an indication of potential needs.

The reference librarians make cross-discipline acquisitions decisions based on their knowledge of the needs of the USCS community as a whole. Often these librarians will be aware of standard collections that should be evaluated as to their relevance to USCS. Examples of this include the Association of College and Research Library's Books for College Libraries and the Harvard Business School's Baker Core Collection.

Monographs give a collection depth, but periodicals give the collection the currency necessary for benchmark term papers and senior theses. Suggestions on periodical acquisitions follow the same path as for books; because of the long-term dollar commitment, great care is exercised in decisions. The primary question asked before subscribing is whether the journal is indexed by an indexing service subscribed to by the library. The journal also must fit the curriculum.

Journal subscriptions have been under-funded in the past and measures to balance the expenditures by reallocating from standing orders have occurred since 1991 when the percentage of budget allocated to standing orders and periodicals was 57% and 23% respectively.

	<u>Books/AV</u>	<u>Periodicals</u>	<u>Standing orders</u>	<u>Total Allocation</u>
1992-93 Allocations:				
	\$7,268 21%	\$10,500 31%	\$16,200 48%	\$33,968
1993-94 Estimates:				
	\$7,270 20%	\$13,518 36%	\$16,200 44%	\$36,988

This type of evaluation of periodical subscriptions should be and will continue to be an annual process by librarians and School of Business faculty.

A very important part of managing a library collection is removing dated materials. The first step in the process is for the librarians to survey the business collection and make initial decisions on materials to be removed. Suspect materials are

then presented to the appropriate faculty persons for their opinions. When both librarian and faculty agree that a title has outlived its usefulness, the title is removed from the collection.

C. Comment on the adequacy of library resources for both undergraduate and graduate level programs.

The library collection as it relates to business and economics includes over 10,800 volumes and 156 periodical subscriptions, or 50% (up from 38% in 1990-91) of the periodicals indexed by Wilson's Business Periodicals Index. All business and economics journals have backfiles of at least five years with the exception of a few titles which have backfiles averaging three years. As new journals are added, the library attempts to add backfiles of at least four years.

Newspaper publications such as Barrons, the Wall Street Journal and the New York Times are important sources of business and economics information. The Library has an index to the New York Times with matching microfilm backfiles retrospective to January 1, 1960, and an index to the Wall Street Journal retrospective to 1958. The Wall Street Journal microfilm backfiles extend back to January 2, 1977. The Barrons backfiles have only recently been added and are retrospective only five years. Business by nature is a multidisciplinary field that intertwines itself with political science, psychology and other social sciences, hence it is important to note that the library supports indices such as Social Science Index, Academic Index, Psychological Abstracts, ABC Political Science and U.S. Political Science Documents.

In terms of monographic titles, the library has ordered every title that the business faculty designated as appropriate from the most recent edition of the Baker Core Collection. However, some ordered titles were out of print. It should be noted that a portion of the Baker Core is not relevant to this University. The Baker Core contains some curriculum areas that are not represented by programs here. Also, there are many textbooks listed in the Baker Core; as policy, we do not collect

textbooks unless they are acknowledged classics in the field. Of the approximately 3100 volumes listed in the Baker Collection, the library now holds 25% (806 volumes.)

In addition to using the Baker Core, the library has ordered a large number of reference titles and circulating volumes that are recommended in other sources such as Choice, American Reference Book Annual, and Books for College Libraries, and has recently added Business Library Review.

D. Library Allocations

Several issues should be addressed when considering the budget as it concerns business-related materials in the library.

- These figures relate to materials that are not interdisciplinary in nature but are specifically related to business. General items are picked up in the general library budget, not assessing discipline-specific allocations. The library sets aside approximately 25% of the money available for acquisitions to cover interdisciplinary items or extraordinary publications, such as new subject reference books that are quite expensive.
- The library is in a period of transition. More particularly, the way in which the acquisitions budget is allocated is under study at the present and it will be changing. The library now considers the impact of expenditures in serials and books as one. In this way, a school might well decide that it is more appropriate to have a higher percentage of acquisitions expenditures devoted to periodicals, as has been done with the business collection.
- The University has recently decided to increase the money available for acquisitions by increasing the total budget of the library by \$500,000/year over the next five years.

1. Show annual library expenditures by year for the year of self-study and the previous three years for business administration and economics materials.

	1988-89	1989-90	1990-91	1991-92
Books:	\$ 4,700	\$21,000	\$ 6,170	\$ 9,135
Periodicals:	\$23,000	\$26,000	\$25,060	\$24,921
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL:	\$27,700	\$47,000	\$31,230	\$34,056

2. Indicate for the year of self-study and the previous three years the annual library acquisition expenditure for business administration and economics materials per full-time equivalent student. (Include all undergraduate and graduate business administration majors and state your definition of a full-time student in each case.)

Note: Similar library expenditure data (Items 1 and 2 above) should be compiled for the year of visitation and retained for inspection by the visitation team.

	1988-89	1989-90	1990-91	1991-92
Books:	\$14.29	\$ 61.58	\$ 17.36	\$25.73
Periodicals:	\$69.81	\$ 76.25	\$ 70.50	\$70.20
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL:	\$84.10	\$137.83	\$ 87.86	\$95.93
No. FTE Business Students	329	341	355.5	355

E. Computer Resources

1. Describe the computer hardware, software, and support resources available to faculty and students.

The School of Business Computer Lab, Room 319 Media Building, houses 32 IBM-compatible PCs (Softtek 80286 computers; 21MB hard disks with one 5 1/4" 360 KB and one 3 1/2" 1.44 MB floppy drives; VGA color monitors). One printer is available per four PCs connected via four-way selector switches. The following software is used in course work:

1. Tutor for SBAD 225
2. Tutor for SBAD 226
3. Study Guide for SBAD 225

4. Study Guide for SBAD 226
5. Bisk CPA Review
6. EasyStat Statistical Package
7. Markstat: Statistical Packaging for Marketing
8. Basic Programming Language
9. Word Perfect
10. Word Star
11. PC Write
12. PC Globe
13. Lotus 1-2-3
14. Lotus Printgraph
15. DataEase Database Management System
16. Decision Support System
17. Macrosim for Macroeconomics
18. POM Software for Production Operations Management
19. Fingame: Financial Simulation Package
20. DACEASY Accounting Package

The School of Business Computer Lab is open from 8:30 am - 9:00 pm Monday through Thursday and from 8:30 am - 5:00 pm on Friday. A student assistant is available in the Lab from 5:00 pm until 9:00 pm Monday through Thursday.

Across the campus, there are 114 additional computers for support of the instructional program. Based on 3287 enrolled students, this is a ratio of 29 students to one computer. Of the 114 computers, 34 are Apples, leaving 80 IBM PCs or PC-compatibles. While business administration students do have access to them, these 80 computers are heavily used by computer literacy courses (which all USCS students are required to take) or by Computer Science majors.

Faculty and students needing computer resources have good access. All full-time faculty have computers in their offices. A computer is available for part-time faculty. Faculty can schedule classes in the School's Computer Lab as necessary for classroom instruction.

2. Comment on the adequacy of the computer resources described in "1" above.

Based on 703 School of Business students, the Computer Lab student

- to - computer ratio is 22:1. Because the 703 figure includes approximately 200 freshmen not enrolled in School of Business courses, the user ratio is more realistically computed as 16:1 as compared to 29:1 university-wide.

3. Indicate specific courses requiring computer applications and provide brief description of each.

- (a) The accounting faculty uses Lotus 1-2-3 spreadsheets in beginning (SBAD 225, 226) and intermediate accounting courses (SBAD 331, 332, 333). Computerized tutors and study guides are available for students enrolled in beginning accounting courses (SBAD 225, 226). Dr. Oglesbee uses a multifunction accounting software package, DACEASY, which allows students to set up a computerized accounting system in Accounting Control Systems (SBAD 433). Dr. Oglesbee also uses a Lotus based audit software package for Auditing Theory (SBAD 435). The Bisk CPA Review is available in the School computer laboratory for independent use.
- (b) Faculty teaching Statistical Inference (SECO 292) use EasyStat. Students complete a multiple regression analysis.
- (c) Dr. Rook has experimented with Macrosim in Principles of Macroeconomics (SECO 221).
- (d) In Commercial and Central Banking (SECO 301), Dr. Bailey requires a major project utilizing multiple regression techniques and computer software.
- (e) Dr. Mullis uses Fingame, a computerized investing and stock value model in Principles of Investment (SBAD 365).
- (f) Drs. Berry and Lancaster use POM Software in Management of Production Operations (SBAD 372), Advanced Management Decision Methods (SBAD 474) and Advanced Production Management (SBAD

475).

- (g) Faculty require students enrolled in Business Systems (SBAD 290) to complete projects based upon skills learned in Basic Programming (SCSC 131) and Software Applications Packages (SCSC 137)(spreadsheets, database).
- (h) Dr. Menees requires the use of Decision Support System in Decision Support Systems (SBAD 491).
- (i) Dr. Gunter requires projects reports in upper level marketing courses to be submitted as word processing documents using Wordstar or Wordperfect. The courses are International Marketing (SBAD 452) and Marketing Research (SBAD 457). Students also use PC Globe as a starting point in the study of a country. Students also complete statistical analysis of data using Markstat in SBAD 457.
- (j) Dr. Drucker requires students in Legal Environment of Business (SBAD 347) to complete a three page paper which is word processed.
- (k) Dr. Oglesbee has a site license from Peachtree Accounting Systems and will be working with this software in Summer 1993 in anticipation of adding it to SBAD 433 (Accounting Control Systems).

F. Where programs exist in more than one location, comment on the adequacy of library and computer resources at each location.

No programs are offered at another location.

G. Future Plans.

To meet university-wide demands for computers and other technology, an Educational/Institutional Technology Committee was formed in Spring 1992. Since this committee began as a subcommittee of the Library committee, Dr. Tom Oglesbee has served as the business school representative. During the first few meetings of the committee, the following goal and objectives were developed for the committee:

GOAL:

To equip students, faculty, and administration at the University of South Carolina at Spartanburg with the equipment, software, and staffing needed to use available technology to improve learning, teaching, and working efficiency.

As a state-supported institution of higher learning, USCS has an obligation to prepare its students to live in the future using its resources as efficiently as possible. The technological revolution has left USCS far behind. In order to strive to meet our mission statement goal of preparing students to live successfully with worldwide technological change, USCS must have the basic technological tools in classrooms, laboratories, the library, and offices. USCS should be a leader in this area, setting the example for area schools.

OBJECTIVES:

1. To enhance on-campus communications among members of the university community;
2. To enhance communications with the USC System and the larger academic community;
3. To improve classroom presentations by utilizing available multimedia tools and any interactive capabilities;
4. To increase the active participation of students in the learning process through available technology;
5. To enhance administrative operations (accounting, purchasing, advisement and registration of students);
6. To provide opportunities for distance learning for the purpose of continuing education and staff development for the business and public school arenas (e.g. graduate programs, the Center for Economic and Community Development, the Quality Institute, etc.).

In Fall, 1992, a draft Plan for Technology at USCS (Appendix) was developed and in April, 1993, Dr. Norman Schneidewind visited the USCS campus to serve as a

consultant to the Educational/Institutional Technology Committee. He met with various faculty and administrative personnel to discuss technology applications. He also met with the committee to discuss a phased development plan, a management plan, a demonstration project and other aspects of the process. The School of Business, as well as the university at large, expects to benefit from the activities of this committee.

VI. FINANCIAL RESOURCES, FACILITIES, AND EQUIPMENT

A. BUDGET

1. For your business unit, state how and when the budget is prepared and approved.

At USCS, the School is the basic budgeting unit in the instructional budget. Although the School works with a line item budget, the Dean has discretion in transferring funds between non-salary line items. The budget period is for one fiscal year, starting July 1.

In July, the Dean submits a budget request for the coming academic year. The proposal is reviewed by the Vice Chancellor for Academic Affairs. A conference involving the Vice Chancellor and the Dean for the purpose of resolving any questions takes place in August.

2. Budget for the business unit and institution.

- a. As accurately as possible, show the following budget allocations for the entire business unit and the entire institution for the year of self-study. Include only those monies funded directly by your institution and not through outside grants or "soft" money sources. Where expenditures for any of the following line items are not a direct charge to your business unit's budget, please include that amount of the general university budget directly allocated for your program's support.

<u>Items</u>	<u>Business Unit</u>	<u>Year 1992-93</u>	
		<u>Total Institution*</u>	<u>Percent of Institution</u>
Salary Data			
Administration	69,513	486,074	14.3%
Instructional Staff	1,124,306	7,573,899	14.8%
Secretarial and Clerical	78,335	420,578	18.6%
Instructional Support			
Graduate Assistants	0	0	0
Proctors and Graders	0	0	0
Supplies and Materials	30,540	357,463	8.5%
Travel	8,350	81,128	10.3%
Equipment	0	25,000	0%
Computer	0	12,228	0%

Miscellaneous Support

Library	-	-	-
Publications	-	-	-
Research	-	-	-
Sub Total	1,310,954	8,956,370	14.6%
Library**	-	836,058	-
TOTAL	1,310,954	9,792,428	13.4%

*Budgeted expenditures for the entire institution should include the business unit and all sister academic units of the institution; it should not include allocations for the central administration, e.g., the president, the academic vice president, the registrar, and university admissions office, etc.

****The USCS Library is funded on a centralized basis. Expenditures are made on a centralized basis; the accounting system makes no allocations to instructional units.**

For any of the above business unit budget lines which include allocations from the general university budget, identify the amount of such allocations in a footnote.

There are no allocations in these figures.

- b. Indicate the total amount of funds from outside grants and "soft" money sources received during the year of self- study.

There are no soft monies received directly by the School.

Grants and soft monies, however, are received by the Carolina Piedmont Foundation for use by the School. In 1992-93, such monies totaled approximately \$43,000.

3. For the fall term of the year of self-study, show the following comparisons:

- a. Total student credit hours taught at the undergraduate level in:

University	41,364
Your business unit	5513
Percent of university	13.3%

- b. Total student credit hours taught at the masters level in:

None

- c. If a doctoral program is offered by your business unit, total student credit hours taught at the doctoral level in:

None

- d. Total of all student credit hours (undergraduate, masters and doctoral) taught in:

University	41,364
Your business unit	5,513
Percent of university	13.3%

4. For each of the previous three years, also provide total budgeted expenditure figures (Item 2, totals only) and total student credit hours (Item 3, d).

	<u>Student Credit Hours</u>	<u>Budgeted Expenditures</u>
1991-92:	Business Unit 5,637	\$1,193,075
	Total Institution 41,105	\$9,180,315
	Percent of Institution 13.7%	13.0%
1990-91:	Business Unit 5,333	\$1,168,571
	Total Institution 40,215	\$8,697,504
	Percent of Institution 13.3%	13.4%
1989-90:	Business Unit 5,202	\$1,119,159
	Total Institution 38,423	\$7,955,143
	Percent of Institution 13.5%	14.1%

The decline in the School's percent of the institution's budget is a reflection of recent efforts to give adequate funds to Humanities and Science, where an unreasonable number of part-time faculty have been used to teach General Education courses.

5. If the percentage of the total budgeted expenditures, for the year of self-study, for the business unit is less than the percentage of the total student credit hours taught by your business unit, comment.

The percentage of the budget (14.6%) before the library inclusion exceeds the percentage of credit hours (13.4%). A strategic decision was made in 1990 to reduce the percentage of part-time faculty downward to only 20% of credit hours in the School of Humanities and Science; this has caused the relative decline in School of Business funding. We support this decision because we rely on that School to provide the General Education courses for business majors.

B. SALARY INFORMATION

1. Furnish the following salary information on your business unit for the self-study year.

- a. Show actual salaries paid currently to full-time faculty on an academic year basis of two semesters (equivalent basis for quarter system) for all appointment categories (exclude faculty on sabbatical or on leave who are receiving a reduced salary and report their salaries separately in a footnote):

Because there are only one or two persons in three of the categories, this information will be provided in a separate letter.

- b. State the actual salaries of the dean, associate and assistant deans, and department heads, and indicate whether they are paid on an annual or academic year basis. (If preferred, this information may be furnished by letter to the AACSB Director of Accreditation.)

This information will be sent by separate letter.

- c. State the method of computation and the rates of compensation to full-time faculty for teaching:
 - (1) No overloads are scheduled. If one were to be allowed, a one course overload would be paid at 7 1/2% of nine months salary.
 - (2) Evening credit courses are included in the base nine month salary.
 - (3) Off-campus credit courses but may be taught at the University Center in Greenville. If so scheduled, regular faculty would receive this assignment as part of their base nine month salary.
 - (4) Summer credit courses are paid at 7 1/2% of nine months salary per course. Two courses per instructor may be so scheduled.
 - (5) Continuing education non-credit courses (or workshops or seminars) are paid not on a formula basis but on an individually negotiated basis. Payment would depend on extent of preparation, probability of repetition, intended audience, fee charged participants, and other unique factors.

- d. State the method of computation and the rates of compensation to part-time faculty teaching credit courses.

Part-time faculty teaching credit courses are paid on a per-course basis at the rate of \$1500 to \$2000 per course, depending on field and required credentials.

2. Describe your policy with respect to scholarly leaves.

Sabbatical leaves are intended to allow full-time faculty members release from normal duties in order to pursue significant projects designed to improve their capabilities as scholars and teachers and hence to increase their future contribution to the mission of USCS. Sabbatical leaves are designed to permit faculty members to achieve educational goals which could be reached only over an extended period of time if pursued under the demands of regular university duties. Consequently, recipients of sabbatical leave are to be separated from all university duties during the leave. To be considered for sabbatical leave, a faculty member must be a tenured associate professor or professor with six or more years of full-time service and must be eligible to serve for a reasonable period following completion of leave, under no circumstances less than one year. Faculty members requesting sabbatical leave must demonstrate, by means of a written proposal submitted through the Dean to the Vice Chancellor for Academic Affairs, how their planned activities serve the purposes for which they are intended. Awards are based on seniority and merit. A written report should be submitted to the Vice Chancellor within two months after returning to the institution. A sabbatical leave provides one-half pay for a full academic year, or full pay for one-half of an academic year. Approval of sabbatical leaves of absence is dependent upon budget limitations, work loads, and other considerations. Therefore, it is a matter of administrative discretion. A revised Sabbatical Policy, presented in Section III,

was approved by Faculty Senate in April, 1993. It has been forwarded for administrative approval.

Over the period 1986-1992, all members of the faculty of the School requesting a sabbatical leave received one.

C. OFFICE FACILITIES

For the fall term of the year of self-study, show in the table below the number of full-time and part-time faculty, graduate assistants, and emeritus faculty housed in one-person, two- person, three-person, and four-person offices.

<u>Type of Office</u>	<u>Full-time Faculty</u>	<u>Part-time Faculty</u>	<u>Graduate Assistants</u>	<u>Emeritus Faculty</u>
One-person office	17	0	0	0
Two-person office	1	1	0	0
Three-person office	0	0	0	0
Four-person office	0	0	0	0
Total Faculty	18	1	0	0

D. CLASSROOM FACILITIES

- Evaluate your educational space according to the criteria and evaluation scale below:

Evaluation Scale

<u>Criteria</u>	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Unsatisfactory</u>
Adequacy of total overall classroom space	X				
Adequacy of type of classroom space for school's needs		X			
Proximity of classrooms to faculty offices	X				
Proximity of classrooms to related educational services e.g., computer access, audio-visual services, library, etc.	X				

E. **Describe the space and equipment allocated to research in the business unit.**

No space or equipment is particularly allocated to research in the School.

Office space and computer equipment is allocated to the Center for Economic and Community Development.

F. **Where programs exist in more than one location, comment on the adequacy of all necessary resources.**

Programs do not exist beyond the Spartanburg campus.

G. **List the most significant needs of your business unit.**

Support personnel have increased from one to three full-time administrative specialists. Despite the availability of word processing, the secretarial needs of 18 faculty, approximately 800 majors, and the normal administrative burden creates the need for an additional full-time secretary. University budgetary constraints are unlikely to allow the hiring of this person in the near future.

Library funds for the entire campus are scheduled to be increased beyond inflation by \$500,000/year by 1995; because of state funding reductions, this will not likely be attained.

Faculty salaries must continue to receive equity adjustments. When compared to all public, accredited institutions, salaries are approximately at the twenty-fifth percentile; however, salaries are at the mean of a peer group of mostly baccalaureate accredited colleges. We want to eliminate individual inequity situations. Furthermore, because state funding reductions, faculty have received only a 1.5% general increase since 1990.

Computer resources for faculty are in need of upgrading from 8088 and 80286 machines, with appropriate software and support.

VII. EDUCATIONAL INNOVATION AND TECHNOLOGY

Describe your experiments and innovations during the year of self-study with respect to: (1) programs of instruction and instructional methods: (2) applications of new learning approaches, technologies, and equipment: (3) mechanisms employed for the evaluation of teaching and the maintenance of high instructional standards: and (4) the design and structure of your school and its resources. Identify those faculty members contributing to the innovative efforts described above.

A period of significant curriculum revision, educational innovation, and instructional changes occurred within the School during the years 1985-1990. Recently, there have been fewer major changes as the School has focused on the issue of stability and the need to adjust to curriculum revisions. The environment of change and instructional experimentation that was created during that period of major restructuring, however, continues today, and improvements and enhancements are being made at the course and instruction level even as the curriculum itself has stabilized.

1. Programs of instruction and instructional methods.

An innovative curriculum revision occurred in 1990 when the Accounting concentration was divided into two tracks - Public Accounting and Managerial Accounting. Concurrent with this change, the Information Management concentration was discontinued along with some of the associated courses. Some Information Management courses were folded, as electives, into the Managerial Accounting track and some were cancelled. The purpose of this change was to give Accounting students more career flexibility and to resolve the dilemma posed by the increasing educational importance of systems courses in the face of declining enrollment in the Information Management curriculum.

The effort being made today with respect to this program change is to insure that students are aware of their options, that they are properly advised about career options and opportunities and that the Management Accounting students, particularly,

are provided with enough concentration elective choices to satisfy their individual career needs

A new course in Statistical Process Control which was introduced in 1990 by Professor Jilling has proven to be a valuable addition to the curriculum. Not only is the course available to "production oriented" students, but it is popular among local industry personnel whose employers have identified the subject matter as essential to their success. Enrollment in the course has increased significantly and plans are being made to offer the course every semester.

The course in Statistical Process Control, coupled with other local developments both on campus and off campus, such as the Milliken Malcolm Baldrige Award and the new BMW facility, have generated a great deal of excitement among the faculty about "quality in the workplace". Professor Jilling is a member of the American Society for Quality Control and attends monthly meetings to maintain contact with practitioners. Professor Jilling teaches a management development seminar on "statistical process control," which is being offered regularly at nearby Milliken University (a private college for Milliken & Company executives). His experience with practitioners feeds back to the USCS course in a "spiral of improvement," which promises to make the School of Business at USCS a focal point for "quality management".

Professor Jilling reviewed a "Masters Statistical Process Control" training package marketed by Technicomp, and recommended that this highly acclaimed video-based educational package be acquired by the USCS library. The faculty, under the leadership of Professor Jilling and the encouragement of Dean Bennett is becoming increasingly sensitized in all our programs of instruction to the benefits of "quality in the workplace." During the Spring Semester of 1991, biweekly brown bag lunches were

scheduled for the faculty and Dean Bennett to discuss "quality." Mary Walton's book, The Deming Management Methods served as a basis for the discussions.

More recently, innovations in the "quality management" program of instruction have involved several faculty members. Professor Jilling attended an advanced Statistical Process Control conference at Knoxville, Tennessee in March 1993. Jilling is developing, in cooperation with the Quality Institute, an SPC learning module based on Deming's "red bead demonstration" that can be included as part of any quality-related or statistics-related course on campus.

Professor Berry is emphasizing quality issues in the Advanced Production Management course and is including many practical experiences for this students, such as plant tours in the MEMC Corporation and Tietex Textiles; speakers on TQM, such as a production executive from Michelin Tire Corporation and videos on quality, such as "Quality or Else", "Quality in the Service Industry" and "Samsonite Luggage".

Professor Yates, who came to USCS from a long career as a business executive, recently concluded consulting contracts with the Hoechst-Celanese Corporation, in which he wrote the ISO 9000 Quality Manual and the Quality Procedures for two separate business units (with sales exceeding \$100 million each) of the Hoechst-Celanese Spartanburg facility.

Professor Yates has acquired an extensive background in quality management centered around the ISO 9000 requirement. During 1992-93, he attended the ISO 9000 "Lead Auditors" course (40 hours) and the ISO 9000 "Documentation" course (24 hours) and together with three quality control engineers from local industry, developed two ISO 9000 seminars:

- a four-hour executive overview
- an eight-hour in-depth seminar

He conducted both seminars for local industry executives and quality managers. He also conducted a special ISO 9000 workshop for the Spartanburg Chapter of the Institute of Management Accountants as part of their annual Professional Development program.

The experience Professor Yates has acquired in the quality area has been carried into the classroom. He prepared and has twice delivered an eight-hour quality module based on ISO 9000 for the Production and Operations Management course. He also emphasizes quality issues in the Dean's Seminar course by requiring students to write a report on an approved "quality" book, which constitutes 30% of the final course grade.

Professor Hastings, both as a member of the management faculty and as Director of the Center for Economic & Community Development (CECD), associated with the School of Business and Economics, also has been involved in the quality program. She coordinated a four-day Deming Seminar in April 1992, attended by three faculty members from the School. She designed a quality module for use in the Advanced Organizational Behavior course, which she teaches, and she often shares ISO 9000 seminar materials and other quality materials from the CECD and the Quality Institute with students who are working on quality projects in other courses.

Professor Hastings was instrumental in bringing to the USCS campus in October 1992, Dr. Ed Coates from Oregon State University to present programs on Quality in Higher Education. These programs were well attended by faculty in the School as well as other faculty, staff and administrators throughout the university. She also brought to the Quality Institute in October 1992, Peter Scholtes, author of the well-recognized Team Handbook from the Joiner Quality Shop. Several faculty members from the School also participated in that program.

Another innovative program, the Executive-in-Residence program, was initiated in 1988. Initially, the program involved bringing prominent business executives and public figures to USCS to spend a full day on campus meeting with students and faculty (including non-business faculty) in a variety of settings, including classroom, seminar, convocation, open house and informal groups. Executives-in-Residence have included:

Hugh Chapman	CEO, C & S Bank Holding Company, Atlanta, GA
Fred Dent	Former U.S. Secretary of Commerce; now Chairman, Mayfair Mills, Spartanburg, SC
Steve Hirano	Executive Director, Japanese External Trade Organization, Atlanta, GA
Dennis Hayes	Inventor of the famous Hayes modem; President, Hayes Microcomputer Products, Inc. Atlanta, GA

Since April 1992, the School has been fortunate to have a full-time Executive-in-Residence, who maintains an office in the School and participates actively in faculty and student functions. Mr. John Nienhuis, a Quality Auditor with MEMC Electronic Materials, Inc., was given a unique assignment by MEMC to "bring industrial experience to the various groups working on quality programs at the University." Mr. Nienhuis devotes all but a few hours a week to USCS and the Quality Institute and provides expertise to help small businesses implement TQM programs and advice and assistance to help the School develop quality criteria for inclusion in the curriculum.

Mr. Nienhuis has been an invaluable resource to the School and has made numerous presentations to classes, student clubs and other student groups as well as being a constant source of advice for those faculty members teaching in the statistics, quantitative methods and production management courses. The university will be forever indebted to Mr. Nienhuis and the MEMC Corporation for providing this "real world" perspective to our students and faculty.

All programs of instruction in the School are directing more attention to the area of international business. Each concentration now requires students to take one international course - either International Economics, International Finance or International Marketing. Nearly every faculty member has initiated course changes to include international perspectives in the topics covered.

The source for many of the more recent ideas being incorporated in courses today traces to an all-day workshop that was conducted on this campus in August 1992, for the School of Business faculty. The workshop was financed as part of a U. S. Department of Education grant and was conducted by Dr. Jeffrey Arpan, Program Director of the renowned Masters of International Business Studies (MIBS) program at USC-Columbia and several of his faculty representing different disciplines. They worked with our faculty in discipline-specific ways to introduce international topics in both required and elective courses. In addition, Professors Hastings and Oglesbee surveyed students recently in all the senior level courses to evaluate student perceptions of the international content of courses. The results of that survey are currently under review. Professors Hastings and Oglesbee also are surveying industry representatives to determine their views about appropriate international topics in the curriculum.

Funds from the international grant have also been used to send Professors Bennett, Berry, Gunter, Mullis, Oglesbee, and Pauley to the course "Internationalizing the Business Curriculum", an intensive two week summer course conducted by the MIBS program at USC-Columbia. This course, which assists faculty in incorporating international themes into the discipline they teach is attended by faculty from all around the world, which adds to its international dimension.

The major thrust of the international grant has been to send students abroad on summer internships with foreign companies. Presently, the School has internship

arrangements with business firms in England, Belgium, Germany, France, Mexico, and India, and over the past six years, USCS students have participated in internships in all those countries. We have 4 students abroad in the Summer of 1993, and plans are already being made for the 1994 internships with an emphasis that year on English-speaking countries where the students will be able to hit the ground running on meaningful projects.

As part of the international grant two students went to Mexico in 1992, and prepared projects on product marketing and organizational development and culture. They made presentations in the host language, complete with overheads, which they were able to prepare as a result of "Pagemaker" training. The students we send abroad in 1993 will be doing projects on ISO 9000, product pricing, financing of international pension plans and a survey of international administrative activities.

With regard to the foreign internship activities of the School, it should be noted that the School of Humanities and Science is in full support and is assisting in every way possible with foreign language training. A proposal to offer majors on this campus in French and Spanish is progressing normally through administrative channels at the state level, and the initiative began partly in response to foreign language and foreign culture educational needs identified by the School of Business.

The Dean's Seminar course has been required of all seniors who entered the program in 1987, and thereafter and is now recognized as a vital part of the business curriculum. Taught by Dean Bennett and Professor Yates, the course brings students into close contact with business leaders and current business issues. Students research and report on issues of ethics, international competitiveness, quality in the workplace and other topics. Recently, students have taken field trips to Milliken, where they received the same orientation as prospective Milliken customers and were instructed in the classroom by Alan and Lee Ann Richardson, owners and founders of

Butcher and Baker, the operator of Fuddrucker franchises in South Carolina, North Carolina and Tennessee. The course is also now the place where assessment testing is done (see Section VII, part 3).

The finance courses were redesigned in 1990, by Professor Mullis. Advanced Finance and Portfolio Management were replaced with Financial Investment and Markets and Principles of Investments. The purpose of these changes was to bring finance coverage in conformance with a traditional undergraduate program and to facilitate a shift in course content to topics more appropriate for a combined economics/finance concentration. Professor Mullis also revised the International Business Finance course to make the course more appropriate for both Accounting and Economics/Finance students. This change permitted each concentration, including Accounting, to have a required international course. The addition of a required international course in the Accounting concentration resulted in an increase of three credit hours to that curriculum. Since the Fall semester 1991, accounting students have been required to complete 123 credit hours, compared with 120 credit hours for other concentrations.

2. Application of new learning approaches, technologies and equipment

A number of new instructional methods have been introduced by faculty recently, most having as their objective (1) enhanced student international and cultural issues, (2) enhanced student communications skills, both oral and written, (3) increased computer utilization by students and (4) greater sensitivity by students to quality and competitiveness problems.

Professor Gunter has enhanced the cultural adaptation section of the International Marketing course by incorporating a change in the nomadic tribe exercise introduced in 1991. Students first role play several animals to determine their family relationship, territorial markings, monuments left to society and leadership roles. The

nomadic society exercise follows to show the evolution of a primitive culture. The last step requires students to adapt the nomadic existence to that of a more urban group and to answer a series of questions about how and why the changes occurred.

Also, in the International Marketing course, students must now deal with a very practical problem. They must select a nation, market one of the products produced by a Carolina firm to that nation and barter a product produced in the selected nation to obtain foreign exchange capital. Several students have taken real examples from their own firms as projects. Currently, Lockwood Greene is marketing an airport security system globally as a result of a student project and another local firm will market shoe liners in Brazil resulting from a student project.

Professor Hastings requires students in the Advanced Organizational Behavior course to do an original research paper on their own place of employment or another business. Students have to pick a topic, determine a research design, construct an instrument to collect data, analyze and evaluate the data and write a report about what they learned. This activity brings the topics in the course to life, and, in some instances, student research findings have been used by their firms to make organization decisions. Professor Hastings has also added a new feature to the Human Resources course, requiring students to analyze an international case on personnel practices.

Writing is receiving increased emphasis in many business courses. Professor Gunter requires students in the Principles of Marketing course to submit a business plan, which a small business firm could use to obtain funding for start-up or expansion purposes. Papers must contain at least two graphic displays constructed from a software package.

Other faculty members are working on implementation of the "writing across the curriculum" concept in their courses. Professor Drucker now requires a paper in the

Legal Environment of Business course, in which every student writes on the "ethical and legal implications" of some international problem. The purpose is to stress these topics as well as get students to write on internationally sensitive issues. Professor Drucker requires that the paper be produced by the use of word processing software.

Professor Lancaster has introduced three writing projects in courses usually considered quantitative or partly quantitative. She has used memo writing in Statistics and in Production & Operations Management to assess student understanding of textbook assignments, ideas and class lectures. The memos are graded (content, grammar, spelling) and count toward final student grades as quiz grades. In Production and Operations Management students are required to read a book about a current production topic and to write a book report. Then groups of two to three students combine their book reports and make a 10 minute oral presentation to the class. In Advanced Production Operations, a required course for management majors, all students write a 10 - 12 page research paper and make a 15 - 20 minute presentation to the class on it.

Another variation of the "writing in technical courses" theme was initiated by Professor Oglesbee in Auditing Theory. Students are required to communicate in writing with the senior audit manager (instructor) by means of an inter-office memo to develop a strategy and procedures for every phase of the audit of a Fortune 500 company selected by the student. The student must persuade the senior auditor (1) that the analytical review is correct, (2) that the account most likely to be misstated has been identified and (3) that proposed control procedures are appropriate. The purpose is to make the audit "real" and improve communication skills while learning audit principles.

Professor Oglesbee has found a new way to get students to use the library. In Managerial Accounting, he requires students to know how to use the Standard and

Poor CD ROM facility to look up company information, such as bond rating, total assets, etc. using the company stock symbol.

Teamwork and group activity is another curriculum objective generating new learning approaches in some business courses. Professor Lancaster, for example, now includes a weekly group activity in the Production and Operations Management course. Professor Hastings teaches teamwork in the Advanced Organization Behavior course and employs several exercises which focus on the development of the team approach in organizations.

Professor Menees emphasizes both teamwork and team competition in two of his courses. In the Business Systems course, students take both team quizzes and individual quizzes. The team quizzes contain open-ended analogy type relationships in which teams must not only reach a consensus answer but must try to find a better answer than the other teams. In the Decision Support Systems course, the class is divided into two teams, which compete partly for grades based on the best response to intricate business problems requiring computerized solutions.

The use of computers and computer software packages is now widespread throughout the curriculum. Professors Lancaster, Rook, Jilling and Berry use software packages in statistics (EASY STAT.) Professor Shough uses the LOTUS 123 spreadsheet package extensively in the beginning and intermediate accounting courses. Professor Oglesbee uses an integrated, multifunctional accounting software package in the Accounting Control Systems course. He recently obtained a site license for the "Peachtree Complete III" package and substituted this more sophisticated product for the DACEASY package used previously. Use of the software has been recently extended to include computer exercises for each chapter, which are integrated into a full-function accounting system.

Professor Mullis uses computerized investment models and stock valuation models in the Investments course. He recently introduced a new software package into the Real Estate Appraisal course. Professor Rook introduced the use of a macroeconomics simulation model in the Intermediate Macroeconomics course. This simulation allows the student to change monetary and fiscal policy tools and see their impact on a hypothetical economy.

Professor Tanyel uses a marketing simulation game in the Marketing Management course. Professor Menees gets significantly greater student productivity in Management Information Systems, in which real projects are undertaken for the benefit of local organizations, by using a powerful fourth generation programmable data manager product called DATAEASE. Students are now able to deliver "finished and usable" software systems to clients within the one semester time limit.

An Auditing Theory Laboratory course (1 credit hour) was introduced in 1991, as an option for students who aspire to become public accountants. Students learn how to apply auditing principles and concepts learned in the classroom and to use auditing software products. Student feedback on the lab is very positive, most acknowledging that the hands-on opportunity is a significant enhancement to the course.

The School of Business Computer Lab, opened in 1986, and completely refurbished with new equipment in 1990, is a valuable asset to our program. Each of 32 new personal computers has a hard disk making a wide assortment of software immediately available to students. The lab provides more than adequate capacity for our students, and use of the facility is increasing.

The Dean initiated a program in 1988, to equip all faculty offices with personal computers and printers. All of our eighteen faculty now have computers in their offices, although some of this equipment is out of date and will be replaced as funds become available.

This equipment is used to support instruction in the classroom in many different ways, including but not limited to the following:

- (1) Student advising. Professor Shough has developed a spreadsheet template which organizes and presents the course offering schedule each semester by a number of different parameters, including time of day, day of week, concentration electives, etc. The template is made available to all faculty members. It is being used by the Registrar's office.
- (2) Assistance to students. Students frequently get individual help with their assignments in the instructor's office.
- (3) Software development. Professor Oglesbee is developing application software for the accounting fundamentals courses. Professor Menees has a "course demand forecasting model" under development, which can be used to make course offerings decisions each semester.
- (4) Examine and review new software packages for possible classroom use.
- (5) Screen software exercises and projects. Faculty test run exercises before assigning them to students.
- (6) Prepare computer demonstrations for subsequent use in the classroom.
- (7) Generate handout materials in support of lectures.
- (8) Prepare course outlines and other support documents.
- (9) Test bank preparation and storage.
- (10) Feedback to students on grade progress, using bar graphs, pie charts, and frequency distributions.

The School of Business sponsors innovative, teleconference educational programs through the Center for Economic and Community Development. A live video conference seminar featuring Dr. W. Edwards Deming on the topic "The New Economics of Industry and Government" was conducted via satellite for the benefit of local industry and faculty. Another satellite video conference on "Europe 1992" was presented live to this campus from New York. This conference involved faculty and local business executives in a panel discussion of international topics of local interest. Another program was an IBM video conference promoting technological innovations in education through the use of both computer and telephone communications

technologies. Other video conferences have included topics such as the Malcolm Baldrige Awards, Peter Drucker and offerings from the American Society for Quality Control.

A related technological innovation recently was initiated, by student members of the University Business Society. USCS is equipped with a closed-circuit cable/TV system throughout the campus, which is used for classroom instruction by the South Carolina Educational Television Network. Students proposed using a channel of this system as a medium for broadcasting local programming sponsored by faculty and student groups. The idea was widely supported by faculty and administration and became operational in 1992. The capability can be used for academic purposes as well as student services, and the potential for innovative teaching techniques is exciting.

3. Mechanisms employed for the evaluation of teaching and maintenance of high instructional standards.

USCS is primarily a teaching institution. Teaching performance is evaluated annually by the Dean. Course syllabi, final examinations and class materials may be submitted to the Dean prior to annual evaluation. All course syllabi and final examinations are required to be on file in the Dean's office. These materials, in addition to student evaluations of faculty and courses, and comments from the Peer Review Committee, are used in evaluating teaching effectiveness. USCS also recognizes the most outstanding teacher annually. The final choice of outstanding teacher is made by students. In the past, Dr. Jilling has been named a USCS teacher of the year. Drs. Rook, Hastings, Lancaster, Berry, Menees, Drucker and Mr. Shough have all been nominees. Dr. Berry and Mr. Shough have been finalists.

The School of Business formed an Assessment Study Committee in 1987. The committee elected to experiment initially with the AACSB Core Curriculum Assessment Program (CCAP). Tests were administered to 100 students (50 entering, 50 leaving) in

1988 and again in 1989. Without comparative data from other participating schools, it was decided that the CCAP program was of limited value. AACSB later discontinued the CCAP program.

The committee decided to administer a different comprehensive examination and to administer the examination as an exit exam to all seniors in the Senior Seminar course. The instrument selected is the Education Testing Service Major Field Achievement Test in Business, which was started soon after AACSB discontinued the CCAP program.

We have administered the examination each semester since Spring 1992, with the following results:

Semester	Participating schools	USCS Students tested	National mean	USCS mean
Spring 92	148	58	156.4	155.8
Fall 92	147	30	156.4	157.8
Spring 93	147	112	156.4	158.8

While the sample size is still small, it appears that USCS School of Business students are performing at a level slightly higher than the national average. The examination provides individual scores, group scores and group assessment indicators as well as national comparative data. It seems ideal for assessment and evaluation purposes, and we plan to continue using the examination to monitor program effectiveness. The Assessment Study Committee has discussed the possibility of developing a "common body of knowledge" review process to help students prepare for the examination.

The faculty has inaugurated four other mechanisms within the last three years, which will have the affect of helping the School maintain high educational standards:

- (1) An exit interview for graduating seniors was started in May 1991. The students complete an exit interview form in the Dean's Seminar course, and selected students may be asked to schedule an appointment with the Dean or Assistant Dean to review exit interview responses. We believe that confidential feedback from students at a time when there is no longer any fear of retribution will provide important information for maintaining high standards. The exit interview information is summarized by the Dean's office and reported to the faculty once a year.
- (2) The faculty has adopted a Faculty/Student Interaction Report form to allow participating faculty to record interactions with students outside the normal classroom/teaching environment. USCS School of Business faculty have always interacted well and often with students outside the classroom and are generally recognized as very effective teachers, partly because of this activity. The new form helps faculty document the extent of this activity for personal use in promotion, tenure and merit pay deliberations.
- (3) The faculty has adopted for periodic use a survey form for students to assess the usefulness of the formal faculty advising process which occurs at the time of each preregistration. The purpose of the survey form is to attempt to isolate the people problems (inadequate or improper advice) from the system problems (computer malfunctions, closed sections), which are largely outside the control of individual faculty members.
- (4) The faculty is participating in Master Teacher workshops. Drs. Hastings, Gunter, Lancaster and Oglesbee have attended two week sessions at Georgia Tech University and have shared their new expertise through a series of brown bag lunches with other faculty.

Program assessment within majors and academic units is a priority issue at USCS. The USCS Assessment Committee requires each Assessment Unit to file and maintain an Assessment Plan and to report annually on assessment results. The USCS Assessment Committee last year evaluated the assessment program of all academic units. The School of Business & Economics was the only academic unit on campus to receive a Very Satisfactory progress rating from all those on the committee who reviewed our Annual Report.

4. The design and structure of your school and its resources

The School of Business recognizes a need to automate the student record system and to make semester by semester course offerings more compatible with student needs. In the meantime, a number of administrative improvements have been made to the manual systems.

The student advisement form was revised to include recommended course sequencing and other new information to facilitate advisement. The entire student file folder was reorganized into tabbed sections to make it easier for faculty advisors to find needed information. Our old practice of students being advised by any available faculty member (except in their last 30 credit hours before graduation) was discontinued in favor of a practice which requires students to maintain the same advisor unless the student changes concentrations.

A number of School of Business courses were renumbered, renamed, redescribed, and/or revised to make course titles, course numbers and course descriptions more consistent, logical, and understandable. In a few cases, subject matter was moved from one course to another to eliminate redundancy in some areas and strengthen coverage in other areas.

The resources of the School are adequate to meet its mission. The faculty has recently taken an interest in developing a computerized student tracking system to (1)

support advisement (2) facilitate the construction of course offering schedules and (3) monitor student progression toward upper level eligibility and later graduation eligibility.

A faculty committee is currently investigating what is needed and the best way to provide the required information.

APPENDIX I

USCS Policy on Affirmative Action

SECTION Personnel

NUMBER PSER 2.00

SUBJECT Affirmative Action

DATE August 1968

Policy for: X all campuses _____ specific campus: _____Authorized by Jane Jamason
(name)Procedure for: X all campuses _____ specific campus: _____Issued by: Affirmative Act. Sec.
(office)

I. Policy

- A. This document sets forth the University of South Carolina System policy for affirmative action for both academic and non-academic personnel matters and for the education of students, pursuant to the South Carolina Human Affairs law and applicable Federal laws and regulations pertaining to affirmative action and equal employment and educational opportunities.
- B. It is the policy of the University of South Carolina System to recruit, hire, train, promote, tenure and otherwise make personnel decisions without discrimination because of race, religion, color, disability, veteran status, sex or age, except where sex or age is a bona fide occupational qualification.
- C. The University System is committed to a policy of affirmative action to remove all vestiges of segregation and discrimination remaining as a result of South Carolina's formerly dual system of education. This policy will remain in effect until fair representation is reached. As part of this commitment, the University has established the goal that the proportion of black employees and white female employees should be equal to their proportionate representation in the relevant labor markets for faculty, administrative, professional and non-academic positions.
- D. Affirmative action and equal educational and employment opportunity are integral parts of the mission and purpose of the University System.

II. Administrative Responsibility

1. President

The President, operating through the System Affirmative Action Officer and with the best efforts of all faculty, staff and administrators in the System, has responsibility for implementing and monitoring the Affirmative Action Plan. The President has overall responsibility for compliance with Federal and State laws and regulations which govern affirmative action and equal opportunity.

2. System Affirmative Action Officer

The System Affirmative Action Officer advises the President and other administrative officers in matters of policy related to affirmative action and equal employment and educational opportunity.

3. **Affirmative Action Coordinators**
Affirmative Action Coordinators are appointed for each campus by the Chancellor or Dean of the campus. The Affirmative Action Coordinators report to the Chancellor or Dean and work in conjunction with the System Affirmative Action Officer on all matters relating to affirmative action and equal employment opportunity.
4. **Executive Vice President for Academic Affairs and Provost**
The Executive Vice President for Academic Affairs and Provost and the chief academic officer for each campus bear primary responsibility for the attainment of affirmative action goals for academic employees and for ensuring that policies, procedures and practices within the academic area are consistent with equal employment and educational opportunities and affirmative action laws and regulations.
5. **Senior Vice President for Personnel**
The Senior Vice President for Personnel and the personnel officer on each campus bear primary responsibility for the attainment of affirmative action goals for administrative and staff employees and for ensuring that policies, procedures and practices within the administrative and staff areas are consistent with equal employment and educational opportunity and affirmative action laws and regulations.
6. **Secretary to the Board of Trustees**
The Secretary to the Board of Trustees ensures that all contracts signed in the name of the University contain affirmative action/ equal employment opportunity terms and conditions as required by State and Federal laws and regulations.
7. **Senior Vice President for Facilities Planning**
The Senior Vice President for Facilities Planning ensures that all contract work related to capital expenditure building projects meets necessary requirements established for contracting firms in relation to the provisions contained in the affirmative action program for equal employment opportunity.
8. **Executive Vice President for Business and Finance**
The Executive Vice President for Business and Finance is responsible for the development of a purchasing program which includes consideration of firms operated by women and minorities, and for seeing that all vendors dealing with the University are aware of the Affirmative Action policy and vendor-related affirmative action responsibilities.
9. **Other Administrators and Hiring Supervisors**
All other administrators, faculty and staff within the University System who have responsibility for employment and promotion decisions assume responsibility for implementation and compliance with the affirmative action program within their area of responsibility. Performance reviews of administrators and hiring supervisors must include consideration of their progress toward meeting affirmative action goals.

10. Affirmative Action Advisory Committee

The Affirmative Action Advisory Committee, a standing University committee, is appointed to advise the President, the System Affirmative Action Officer and other key administrators on matters relating to affirmative action and equal opportunity.

II. Procedure

A. Dissemination of Policy

1. At the beginning of each academic year, the University of South Carolina Affirmative Action policy is reaffirmed by presidential memorandum to all employees within the University of South Carolina System. This reaffirmation addresses the obligations of hiring officials to carry out the University's policies and procedures on affirmative action and equal employment opportunity.
2. The Affirmative Action policy is addressed at departmental, administrative and other staff meetings by the appropriate official conducting the meeting.
3. Copies of equal employment opportunity posters are prominently displayed in strategic locations on all campuses. This is the responsibility of the System Affirmative Action Officer or campus affirmative action coordinator.
4. The University's Affirmative Action Plan is available for inspection in the Affirmative Action Office by any interested person.
5. The orientation program provides new employees with information and a brochure on the University's affirmative action policy and program.
6. In-service training for supervisors includes a segment on the supervisor's role in promoting and implementing the University's affirmative action policy and plan, especially in relation to recruitment.
7. A statement such as "The University of South Carolina System provides affirmative action and equal opportunity in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, handicap or veteran status" is included in bulletins, catalogs, application forms and formal announcements distributed by the University internally and externally. The System Vice President for University Relations is responsible for ensuring that this statement appears in printed material.
8. It is the responsibility of the Executive Vice President for Academic Affairs and Provost, the chief academic officer for each campus, and the Senior Vice President for Personnel to ensure that recruiting sources are advised of the University's Affirmative Action policy and that all employment advertising, applications and brochures include the notation: "The University of South Carolina is an Affirmative Action/Equal Opportunity Employer."
9. The Executive Vice President for Administration, the Executive Vice President for Business and Finance and the Senior Vice President for Facilities Planning are responsible for ensuring that contractors, subcontractors and vendors are advised in writing of the University's responsibilities under the affirmative action program and that the

equal opportunity clause is incorporated in all purchase orders, leases and contracts.

3. Faculty Personnel

The Executive Vice President for Academic Affairs and Provost bears primary responsibility for the attainment of affirmative action goals for academic employees. The chief academic officer on each campus has the following responsibilities with regard to affirmative action.

1. Recruitment

In cooperation with the System Affirmative Action Officer or campus affirmative action coordinator, the responsibility of each department chair or dean is as follows.

- a. To develop and maintain information on qualified women and minorities as part of the applicant pool. Lists of the applicant pool for each position vacancy are to be made available for review.
- b. To advertise faculty vacancies in national professional journals and/or other appropriate publications to reach qualified applicants of both sexes and minorities. Advertisements must carry the statement that the University of South Carolina is an Affirmative Action/Equal Opportunity Employer.
- c. The Executive Vice President for Academic Affairs and Provost or chief academic officer on each campus must ensure that all faculty vacancies with a salary less than \$25,000 annually are reported to the South Carolina Employment Security Commission as required by law.
- d. As applications are received, a copy of the EEO Data Reporting form is to be sent by the hiring department to each applicant. This information is an indicator of the effectiveness of advertising and recruitment. It is also needed for compiling state and federal reports. The EEO Data Reporting form must bear the return address of the System Affirmative Action Officer or affirmative action coordinator on the campus.
- e. Upon conclusion of the application and selection process, the hiring department requests the affirmative action coordinator on the campus to return the EEO Data Reporting forms in order to prepare the EEO Summary of the Process of Recruiting form.
- f. The Executive Vice President for Academic Affairs and Provost or chief academic officer of each campus may refuse to approve an appointment until reasonable steps have been taken to seek women and minorities for openings, particularly in departments in which these protected classes are underutilized. In those cases where minorities and females are underutilized and no minority or female applicants are located, the Provost or

campus chief academic officer may require the search to be reopened or may request to review documentation of the search process.

2. Application/Vitae

- a. Applications for faculty positions or vitae for consideration for faculty positions that are received by department chairs, deans or search committees must be kept by the hiring department for five (5) years. In the event a complaint is filed, all supporting documentation must be retained until the complaint has been resolved.
- b. A copy of all faculty position advertisements must be sent to the System Affirmative Action Officer or affirmative action coordinator on each campus at the beginning of each search period.
- c. All applicants for faculty positions must be considered on the basis of qualifications without discrimination because of race, color, sex, religion, national origin, age, handicap or veteran status.
- d. Applicant flow data for faculty positions is analyzed annually. The Executive Vice President for Academic Affairs and Provost or campus chief academic officer and the System Affirmative Action Officer or affirmative action coordinator review the data to determine discriminatory trends, if any, and work with departments to correct disparities.

3. Hiring

The Executive Vice President for Academic Affairs and Provost and campus chief academic officer monitor department chairs and deans in the following affirmative action/equal employment areas.

- a. In hiring decisions, assignments to a particular title or rank are made under explicit and nondiscriminatory criteria and based on the qualifications of the individual being hired.
- b. Hiring decisions are not governed by assumptions about a particular individual's willingness or ability to relocate because of his or her sex or race.
- c. Where it is the policy of a department within the University to consider hiring its own graduates, equal consideration must be given to all such graduates, without discrimination on the basis of race, color, religion, sex, national origin, age, handicap or veteran status.
- d. No preferential appointments are made of unqualified persons over qualified ones.
- e. The Executive Vice President for Academic Affairs and Provost or campus chief academic officer or his or her designee has final approval on all faculty appointments and reviews procedures used in recruiting, screening and interviewing to ensure that affirmative action policies have been followed.
- f. A faculty member who fills a position on a temporary or visitation basis cannot be given the position on a permanent or regular basis without participating in an applicant pool established by open recruitment, unless that person is a protected class

member in a department in which such persons are underutilized and a hiring goal is projected in the Affirmative Action Plan.

4. Compensation
 - a. Compensation for faculty positions is determined in a manner free from unlawful discrimination.
 - b. Rank and salaries of husband/wife employees are based on non-discriminatory criteria applied separately to each spouse's qualifications.
5. Tenure and Promotion

Materials for consideration for tenure and/or promotion must be considered without regard to race, ethnicity, color, age, sex, national origin, handicap or veteran status.
6. Sabbatical Leave

Applications of faculty members for sabbatical leave are considered without regard to race, ethnicity, color, sex, national origin, age, handicap or veteran status.
7. Leave Policies

The University does not discriminate against employees in its leave policies including sick leave, annual leave and leave without pay.

C. Staff Personnel

The Senior Vice President for Personnel bears primary responsibility for the attainment of affirmative action goals for administrative and staff employees.

1. Recruitment
 - a. All University classified staff vacancies are advertised without gender preference. Applicants are considered by qualification only, without discrimination on the basis of race, color, religion, sex, national origin, age, handicap or veteran status.
 - b. Dial-a-Job, a recording of job openings which is updated weekly, is used to advertise all classified staff vacancies on the Columbia campus. Other advertising sources are used such as newspapers and professional journals in addition to Dial-a-Job. All advertisements must carry the statement that the University of South Carolina is an Affirmative Action/Equal Opportunity Employer.
 - c. All classified staff vacancies with an annual salary of less than \$25,000 must be listed with the South Carolina Employment Security Commission as required by law.
 - d. Four-Year and University campuses within the USC System advertise their classified staff vacancies with their local Employment Security Commission Office and in local newspapers as appropriate. All advertisements must carry the statement that the University of South Carolina is an Affirmative Action/Equal Opportunity Employer.
2. Applications
 - a. Applications for classified staff positions are taken at the Columbia campus Employment Office or the personnel department on each campus and all qualified applicants are referred to the appropriate hiring supervisor.

- b. Applicants are considered on the basis of qualifications listed for the job classification and without discrimination on the basis of sex, race, color, religion, national origin, age, handicap or veteran status (except where sex or age is a bona fide occupational qualification).
 - c. The department interviewing the applicants must send written notice to the employment office on each campus to indicate the applicant chosen and the reasons for nonselection of other applicants. The employment office on each campus must keep files on all applicants for five years. In the event a complaint is filed, all supporting documentation must be retained until the complaint has been resolved.
3. Hiring
- a. Hiring decisions are based only on the applicant's qualifications for the job as described by the classification.
 - b. Hiring decisions are not governed by assumptions about a particular individual's willingness or ability to relocate because of his or her race or sex.
 - c. No preferential appointments are made of unqualified persons over qualified ones.
4. Compensation
- a. Compensation for classified staff is established by the South Carolina Division of Human Resource Management's classification system for each job. Salary increments are based upon satisfactory performance of job duties and in accordance with pay provisions enacted yearly by the General Assembly.
 - b. The System Personnel Division, in conjunction with the South Carolina Division of Human Resource Management, conducts periodic reviews of job descriptions of classified staff employees to identify and correct inequities in classification levels.
5. Promotions and Transfers
- a. The System Personnel Division administers its classified staff promotion and transfer policies in a manner free from discrimination.
 - b. Employees are encouraged to take advantage of the Dial-a-Job service and recruitment sources available on each campus to learn of vacancies in other departments for which they qualify and which would be a promotion.
6. Training
- It is the policy of the University to provide reasonable training and development opportunities to University personnel aimed at enhancing the performance level of incumbent employees. These programs are open to all employees on an equal opportunity basis.
7. Leave Policies
- a. The University does not discriminate against employees in its leave policies including sick leave, annual leave and leave without pay.

D. Administrative Personnel (Unclassified)

1. Recruitment

- a. Recruiting for administrative vacancies that are unclassified is conducted by hiring officials through advertising in professional journals and/or other appropriate publications to reach qualified applicants of both sexes and minorities. Advertisements carry the notation that the University of South Carolina is an Affirmative Action/Equal Opportunity Employer.
- b. In recruiting for administrative vacancies for which a search committee is formed, care is taken to assure that the composition of the search committee is representative of the University as a whole in terms of sex and race, if possible. Good faith efforts are taken to ensure that women and minorities are included in the applicant pool.
- c. Whenever there is a significant reorganization of the central or higher administration, the President has the discretion to fill a limited number of these positions by direct appointment so that the University may conduct its business efficiently.
- d. Applicant flow data for administrative vacancies is analyzed annually. The Senior Vice President for Personnel and the System Affirmative Action Officer review data to determine discriminatory trends, if any, and work with departments to correct disparities.

E. Student Employees

The employment of students is subject to the same consideration of non-discrimination and affirmative action as in all other employment. A review of the sex and racial composition of the student employee work force and the compensation level is made periodically by the Student Employment Office to identify discriminatory practices, if any.

F. Complaint Procedures for Employees

1. University employees who feel they have been discriminated against by reason of race, color, sex, age, religion, national origin, disability or veteran status are encouraged to voice their complaint to their immediate supervisor or department chair.
2. Complaints of unlawful discrimination which cannot be resolved satisfactorily within the department may be brought to the System Affirmative Action Officer or affirmative action coordinator on each campus. Complaints will be investigated and a determination made.
3. It is important that unresolved complaints be brought to the administration's attention in a timely manner since some grievance procedures and investigatory agencies follow a time limitation after which a formal complaint may not be initiated.

G. Policy of Non-Reprisal

No student, employee or applicant may be subjected to restraint, interference, coercion or reprisal for filing a complaint, serving as a witness or seeking information regarding the affirmative action program.

UNIVERSITY OF SOUTH CAROLINA
AT SPARTANBURG
BACHELOR OF INTERDISCIPLINARY STUDIES DEGREE PROGRAM

PROGRAM OF STUDY
ADDENDUM

NAME: _____

SOCIAL SECURITY NO.: _____

DATE: _____

THIS ADDENDUM MODIFIES A PROGRAM OF STUDY FOR THE BACHELOR OF INTERDISCIPLINARY STUDIES DEGREE DATED _____.

COURSE REPLACING (CANNOT BE AN ALTERNATE COURSE):

DEPARTMENT AND COURSE NUMBER	COURSE TITLE	SEMESTER HOURS
_____	_____	_____
_____	_____	_____
_____	_____	_____

REASON: _____

COURSES SUBSTITUTED:

DEPARTMENT AND COURSE NUMBER	COURSE TITLE	SEMESTER HOURS
_____	_____	_____
_____	_____	_____
_____	_____	_____

FACULTY ADVISOR DATE

DIRECTOR'S SIGNATURE DATE

STUDENT'S SIGNATURE DATE

DEAN'S SIGNATURE DATE

APPENDIX II

Advising Record and Audit Checklist forms

ADVISOR'S COPY

USCS, MAJOR IN BUSINESS ADMINISTRATION
CONCENTRATION IN ACCOUNTING, MANAGEMENT, MARKETING, ECONOMICS/FINANCE

NAME _____ SOC. SEC. NUMBER _____
Catalog 1991-1993 CONCENTRATION _____ DATE _____

A. GENERAL REQUIREMENTS

GROUP I: COMM 101: (9)

	Hrs.	Grade
SEGL 101	3	_____
SEGL 102	3	_____
STHE 140	3	_____

GROUP IV: SOCIAL & BEHAVIORAL SCI.

	Hrs.	Grade
ENCE (9)		
SGIS 201	3	_____
ELECTIVE	3	_____
ELECTIVE	3	_____

ELECTIVES (2-6)

	Hrs.	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____

GROUP II: MATH (6-8)

	Hrs.	Grade
SMTH 121	3	_____
SMTH 122	3	_____

GROUP V: NATURAL SCIENCE (7-8)

(AT LEAST ONE WITH LAB.)

	Hrs.	Grade
_____	_____	_____
_____	_____	_____

(Two additional English courses
above 200 level)

	Hrs.	Grade
SEGL _____	3	_____
SEGL _____	3	_____

GROUP III: ARTS & HUM. (9)

	Hrs.	Grade
Fine Arts	3	_____
History	3	_____
Elective	3	_____

GROUP VI: FOREIGN CULTURE (3-4)

	Hrs.	Grade
_____	_____	_____
_____	_____	_____

GROUP VII: COMPUTER SCIENCE (4)

	Hrs.	Grade
SCSC 130	2	_____
SCSC 131	1	_____
SCSC 137	1	_____

B. BUSINESS CORE COURSES REQUIRED (40 HOURS)

SBAD 225	3	_____	SECO 291	3	_____	SECO 221	3	_____	SBAD 290	3	_____
SBAD 226	3	_____	SECO 292	3	_____	SECO 222	3	_____			

IN ORDER TO TAKE COURSES BELOW THIS LINE STUDENTS MUST BE ADMITTED TO THE UPPER DIVISION.
UPPER DIVISION APPROVAL _____ DATE _____

SBAD 347	3	_____	SBAD 363	3	_____	SBAD 372	3	_____	SENIOR SEMINAR		
SBAD 350	3	_____	SBAD 371	3	_____	SBAD 478	3	_____	SBAD 479	1	_____

C. BUSINESS CONCENTRATION COURSES

PUBLIC ACCOUNTING: (24) (DAY/

	Hrs.	Grade
NIGHT)		
SBAD 331	3	_____
SBAD 332	3	_____
SBAD 333	3	_____
SBAD 335	3	_____
SBAD 433	3	_____
SBAD 435	3	_____
SBAD 437	3	_____
SBAD 561	3	_____

ECONOMICS FINANCE: (21) (DAY)

	Hrs.	Grade
SECO 301	3	_____
SECO 321	3	_____
SECO 322	3	_____
SECO 503	3	_____
SBAD 364/365	3	_____
_____	3	_____
_____	3	_____

GENERAL MANAGEMENT: (21) (DAY)

	Hrs.	Grade
SBAD 374	3	_____
SBAD 474	3	_____
SBAD 475	3	_____
SBAD 477	3	_____
SECO 503	3	_____
_____	3	_____
_____	3	_____

MANAGEMENT ACCOUNTING (24)

	Hrs.	Grade
(DAY/NIGHT)		
SBAD 331	3	_____
SBAD 332	3	_____
SBAD 333	3	_____
SBAD 390	3	_____
SBAD 433	3	_____
SBAD 561	3	_____
SBAD _____	3	_____
SBAD _____	3	_____

CON. ELECTIVE CHOICES

SECO 311, 499, 526, 594, SBAD 499, 561

MARKETING: (21) (DAY)

	Hrs.	Grade
SBAD 351	3	_____
SBAD 352	3	_____
SBAD 452	3	_____
SBAD 457	3	_____
SBAD 458	3	_____
_____	3	_____
_____	3	_____

CON. ELECTIVE CHOICES (1 from each group)

a. SBAD 390, 473, 476, 499
b. SBAD 365, 452, 471, 491, 456, 561 & SECO 526

MANUFACTURING MANAGEMENT:

	Hrs.	Grade
(21) (NIGHT)		
SBAD 333	3	_____
SBAD 390	3	_____
SECO 503	3	_____
_____	3	_____
_____	3	_____
_____	3	_____

CON. ELECTIVE CHOICES

SBAD 335, 364, 474, 476, 490, 491, 495

CON. ELECTIVE CHOICES

SBAD 353, 374, 390, 459, 499, 456, 561
SECO 503, 526

CON. ELECTIVE CHOICES

SBAD 374, 452, 474, 475, 476, 477

GROUP ELECTIVE CHOICES (see catalog for pre-requisites)

III. Arts and Humanities

a. Fine Arts

One course selected from the following:

Art History 105, 106, 211, 207, 170, Music 110, Theater 181, 182, Art Studio Courses. A student can take Music 155 (2 credit hours) one semester and take Music 156 (2 credit hours) next semester & receive 4 credit hours. This holds true for Music 165 and 166. Foreign Language courses do not qualify as Fine Arts.

b. History 101, 102, 111, or 112

One course selected from the following:

Art History, Music History, Theater History, Philosophy, Religion, Literature in a Foreign Language, History

IV. Social and Behavioral Sciences

Government 201

Two courses from the following, with two disciplines represented:

Anthropology, Government & International Studies, Geography 103, Psychology (except 225), Sociology (except 220)

V. Natural Science

Astronomy, Biology, Chemistry, Geology, Geography 201, 202, Physics

VI. Foreign Culture

One course selected from the following:

Anthropology 102, Art, English 275, 276, 290, 322, 423, 319, Geography 121, 212, 340. Any foreign language except 103, Government and International Studies 310, 447, 491, History 112, 317, 318, 321, 341, 344, 351, 352, 356, 357, 358, 365

1. Students planning to take the Certified Public Accounting examination should take Business Administration 348, 432 and 435L in addition to the accounting concentration courses.

2. General studies courses, University 101 Mathematics 98 & 99 & English 100 are not acceptable as

CANDIDATE FOR BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

Name _____ Soc. Sec. No. _____
 Address _____
 Phone: Residence _____
 Phone: Work _____ Concentration _____ Catalog: 91-93

DEGREE REQUIREMENTS

COURSE COMPLETION RECORD

Course Description	Sem. Hrs.	Course Description	Sem. Hrs.	Method	Grade	Date Rec.	Docu	Approved
Gen. Ed. Requirements								
I. Comm.	(9)							
SEGL 101	3							
SEGL 102	3							
STHE 140	3							
II. Math	(6-8)							
SMTH 121	3							
SMTH 122	3							
III. Arts & Hum.	(9)							
Fine Arts	3							
History	3							
*Elective	3							
IV. Soc. & Beh. Sc.	(9)							
SGIS 201	3							
*Elective	3							
*Elective	3							
V. Natural Sc.	(7-8)							
VI. Foreign Culture	(3-4)							
VII. Computer Science	(4)							
SGSC 130	2							
SGSC 131	2							
SCSC 137	1							
Supporting Courses	(6)							
SEGL	3							
SEGL	3							
Electives	(2-6)							
Major Courses Required								
Business Core	(40)							
SBAD 290	3							
SBAD 225	3							
SBAD 226	3							
SBAD 347	3							
SBAD 350	3							
SBAD 363	3							
SBAD 371	3							
SBAD 372	3							
SBAD 478	3							
SECO 221	3							
SECO 222	3							
SECO 291	3							
SECO 292	3							
SBAD 479	1							
Concentration Area	(21) (24 Accounting)							
	3							
	3							
	3							
	3							
	3							
	3							
	3							
	3							

Gen. studies courses, Univ. 101, Math 98 & 99 & Eng. 100 are not acceptable as electives.
 See Catalog for options.

Note: Students planning to take the Certified Public Accountant Examination should take SBAD 348 and 432 and 435L in addition to the Accounting concentration courses.

UNIVERSITY OF SOUTH CAROLINA
AT SPARTANBURG
INTERDISCIPLINARY STUDIES DEGREE PROGRAM

PROGRAM OF STUDY

I agree that the courses listed on this Program of Study will constitute my Program of Study in the Interdisciplinary Studies degree program at the University of South Carolina at Spartanburg. I also agree that these courses will be satisfactorily completed as one of the requirements of my degree. I understand that I will have to receive approval of my advisor in order to make any changes from the courses listed that will count toward my baccalaureate degree and that this Program of Study must be amended accordingly.

Please complete:

1. Check the degree you will be applying for: B.A. | ☐ | B.S. | ☐ |
2. On the reverse side of this form, list all courses at USCS to be included in IDS program including those already completed.
3. Show 15 to 21 hours of approved alternates in section provided.
4. Program of Study must include enough hours (not alternatives) to equal 120 hours minimum when added to transfer credit.
5. Faculty Advisor must indicate with an asterisk those courses you will use to complete the B.A./B.S. requirements and two asterisks for those "strongly recommended".
6. State your personal, career or educational goal for the Interdisciplinary Studies degree.
7. Area of concentration _____ (must make C or better)

Semester hours transferred (from another school) to IDS program: _____

Semester hours (from another school on USCS transcript)
not accepted toward IDS degree: _____

Semester hours completed at USCS: _____

Semester hours to be completed for degree: _____

(Minimum 120 hours required for degree) TOTAL _____

Faculty Advisor Date

Director's Signature Date

Student's Signature Date

Dean's Signature Date

DO NOT WRITE IN THIS SPACE

Group I	English 101	
	English 102	
	Theatre 140	
Group II	Mathematics:	
Group III	Arts & Humanities:	
	Fine Arts	
	History 101, 102, 111 or 112	
	+ Elective from list	
Group IV	Social & Behavioral Sciences:	
	Government 201	
	+ Elective from list	
	+ Elective from list	
Group V	Natural Sciences	
	Lab Course	
Group VI	Foreign Culture	
Group VII	Computer Studies	
Group VIII	Senior Seminar	
B.A. or B.S.	Option Courses	

Department and Course Number	Course Title	Credit	Semester Completed	Grade
---------------------------------	--------------	--------	-----------------------	-------

ALTERNATE COURSE

+ SEE USCS CATALOG

* REQUIRED

**STRONGLY RECOMMENDED

APPENDIX III

Interdisciplinary Studies Degree Program of Study

UNIVERSITY OF SOUTH CAROLINA
AT SPARTANBURG
INTERDISCIPLINARY STUDIES DEGREE PROGRAM

PROGRAM OF STUDY

I agree that the courses listed on this Program of Study will constitute my Program of Study in the Interdisciplinary Studies degree program at the University of South Carolina at Spartanburg. I also agree that these courses will be satisfactorily completed as one of the requirements of my degree. I understand that I will have to receive approval of my advisor in order to make any changes from the courses listed that will count toward my baccalaureate degree and that this Program of Study must be amended accordingly.

Please complete:

1. Check the degree you will be applying for: B.A. ☐ B.S. ☐
2. On the reverse side of this form, list all courses at USCS to be included in IDS program including those already completed.
3. Show 15 to 21 hours of approved alternates in section provided.
4. Program of Study must include enough hours (not alternatives) to equal 120 hours minimum when added to transfer credit.
5. Faculty Advisor must indicate with an asterisk those courses you will use to complete the B.A./B.S. requirements and two asterisks for those "strongly recommended".
6. State your personal, career or educational goal for the Interdisciplinary Studies degree.

7. Area of concentration _____ (must make C or better)

Semester hours transferred (from another school) to IDS program: _____

Semester hours (from another school on USCS transcript)
not accepted toward IDS degree: _____

Semester hours completed at USCS: _____

Semester hours to be completed for degree: _____

(Minimum 120 hours required for degree) TOTAL _____

Faculty Advisor Date

Director's Signature Date

Student's Signature Date

Dean's Signature Date

Group I	English 101	
	English 102	
	Theatre 140	
Group II	Mathematics:	
Group III	Arts & Humanities:	
	Fine Arts	
	History 101, 102, 111 or 112	
	+ Elective from list	
Group IV	Social & Behavioral Sciences:	
	Government 101	
	+ Elective from list	
	+ Elective from list	
Group V	Natural Sciences	
	Lab Course	
Group VI	Foreign Culture	
Group VII	Computer Studies	
Group VIII	Senior Seminar	
B.A. or B.S.	Option Courses	

[illegible]

- SEE USCS CATALOG
 * REQUIRED
 **STRONGLY RECOMMENDED



3-8

UNIVERSITY OF SOUTH CAROLINA AT SPARTANBURG
APPLICATION FOR ADMISSION
BACHELOR OF INTERDISCIPLINARY STUDIES DEGREE PROGRAM

I plan to attend the University:

Semester applying for:

☐ as a full-time student
☐ as a part-time student

Fall ☐ 19 ☐ Summer I ☐ 19 ☐
Spring ☐ 19 ☐ Summer II ☐ 19 ☐

PLEASE TYPE OR PRINT (Use Black Ink)

Name

SS #

Local Address

Phone

Zip Code

Permanent Address

Phone

Zip Code

Date of Birth

Business Name

Occupation

Business Address

Business Phone

College currently attending:

Location:

Present Major:

Semester Hours Currently Completed Cumulative G P R

If not currently enrolled at USCS, have you applied for admission? ☐ Yes ☐ No

Hours completed at the University of South Carolina at Spartanburg in courses numbered 300 or higher, NOT including the current semester, total . A minimum of 30 semester hours at the 300 level or higher earned at USCS is required for graduation.

Listed below are courses currently enrolled in for semester 19 .

College	Department	No.	Course Title	Credit

STATEMENT OF RESPONSIBILITY:

I realize the Bachelor of Interdisciplinary Studies degrees offer flexibility in designing a program of study to meet a student's educational and/or occupational goals. I understand it is an unstructured degree program, and I am willing to accept the responsibility for the courses proposed and accepted.

Signature of Applicant Date

3.A.

□

B.S.

--	--

[illegible]

1. Briefly outline your educational and career goals after completing your baccalaureate degree. Be as specific as possible.
2. Briefly outline why the IDS degree program rather than other University baccalaureate degrees will better enable you to meet your career or educational goals.

APPLICATION MAILED OR GIVEN TO STUDENT: _____

APPLICATION RECEIVED: _____

ADVANCED STANDING/RECORDS ORDERED: _____

UNIVERSITY ADMISSION: _____

IDS ADMISSION COMMITTEE REVIEW: _____

ADMITTED IDS: _____

LETTER & STUDENT HANDBOOK SENT: _____

ADVISORS ASSIGNED: _____

NOTICE SENT: _____

CHANGE OF SCHOOL FORM COMPLETED (IF NEEDED) _____

ADVISEMENT FILE PREPARED: _____

LETTER ADDING OR SUBTRACTING COURSES SENT: _____

PROGRAM OF STUDY RECEIVED: _____
(DATE)

APPROVED: _____

PROGRAM AMENDED: _____
(APPROVED BY) (DATE)

REJECTED IDS: _____

REASON: _____

LETTER SENT: _____

APPENDIX IV

Placement Service
promotional materials

Career Services

Presents

Marketing Yourself in the 90's

by

Pam Eouds and Flo Riley

Tuesday, April 20, 1993

12:15-2:00 PM

Smith 319

Resume Writing and Interview Workshops

Wednesday, April 14
6:00 - 9:00

Monday April 19
1:00 - 2:00

Tuesday April 20
12:15 - 2:00
SCCPA, President Flo Riley
presents:

A seminar on
Marketing yourself in the 90's

Interested persons should sign up in the
Career Services Office
Hodge 206

Wednesday April 21
1:00 - 2:00

Thursday April 22
12:15 - 1:00

USCS CAREER SERVICES OFFICE

Workshop Training Schedule

Fall Semester 1992

Day	Date	Time	Where	What
Monday	AUG 31	12:00 - 1:00 pm	Act. Bldg.	Education Majors Senior Luncheon
Tuesday	SEP 1	10:00 - 12:00 pm	Univ. Conf.	Fac/Staff On-campus Employment Workshop
Wednesday	SEP 2	1:30 - 3:30 pm	Act. Bldg.	Preliminary Acctng. Recruit. Day W/shop
Thursday	SEP 3	1:00 - 3:00 pm	Univ. Conf.	Fac/Staff On-campus Employment Workshop
Tuesday	SEP 8	6:00 - 9:00 pm	Hodge 245	Preliminary Acctng. Recruit. Day W/shop
Thursday	SEP 10	12:00 - 1:00 pm	Act. Bldg.	School of Business Senior Luncheon
Monday	SEP 14	1:00 - 2:00 pm	Act. Bldg.	School/Human-Sci Senior Luncheon
Thursday	SEP 17	TBA	TBA	Dress for Success Barrie Pace, W/shop
Tuesday	SEP 22	12:05 - 2:00 pm	Tukey	Janice Thomas, Deloitte Interview Preparation
Tuesday	SEP 29	12:00 - 2:00 pm	Hodge 245	Effective Hiring Techniques, Dr. Hastings
M - F	OCT 5-9	TBA	On/Off Campus Offices	Mock Interviews for Accounting Majors
Tuesday	OCT 6	Based on signups		GATE/FA Computer
Tuesday	OCT 13	8:00 - 5:00 pm	Wofford Coll.	Acctng. Rortmt. Day
Thursday	OCT 15	12:00 - 2:00 pm	Hodge 245	Resume Writing and Job Search
Monday	OCT 19	12:00 - 1:00 pm	Act. Bldg.	Nursing Majors ADN/BSN Senior Luncheon

Monday	OCT 26	6:00 - 9:00 pm	Hodge 245	Resume Writing and Job Search
Thursday	NOV 5	1:00 - 4:00 pm	Radisson	Career Fair
Tuesday	NOV 10	6:00 - 9:00 pm	Hodge 245	Resume Writing and Job Search
T - T	NOV 17-24	TBA By signups	AV Room	Mock Interviews for Seniors
Wednesday	NOV 18	1:00 - 3:00 pm	Hodge 248	Computerized Job Listings



USC SPARTANBURG

THE UNIVERSITY OF SOUTH CAROLINA SYSTEM

Placement Office

800 University Way
Spartanburg, SC 29303
803-599-2392
Greenville 803-271-9111

**IMPORTANT
BUSINESS MAJORS
December 1992, May 1993, and August 1993**

You are invited to a senior luncheon to be held on Thursday, September 10, 1992 from 12:00 - 1:00 p.m. in the Activities Building. Your special guest speaker will be Mr. Ron Gilmer, college recruiter for Stouffer's Foods.

Please complete and return the enclosed response form no later than September 4, 1992, in order for us to effectively plan for the number of persons that will be eating. Also, I have enclosed a calendar of events for the Career Services Office, Fall 1992.

Come to the luncheon prepared to ask some good questions. I am looking forward to seeing you there.

Virginia S. Rector
Director of Career Services

VSR:psr

Enclosures

August 14, 1992

Dear Accounting Major:

The Career Services Office at USCS is pleased to announce that Accounting Recruitment Day will be held on Tuesday, October 13, 1992 at Wofford College. This event allows accounting majors graduating in **December 1992, May 1993, and August 1993** from USCS, Wofford and Converse an opportunity to interview with a variety of accounting firms.

Invitations for Accounting Recruitment day will be mailed to employers mid-August and we need an approximate number of students who may qualify to participate, to relay to employers in our letter of invitation. Please take a moment to let us know if you are interested in participating by completing and returning the attached sheet in the enclosed business reply no later than Monday, August 24, 1992. This in no way obligates you to participate nor guarantees you an interview; it simply indicates your interest in participating.

The Career Services Office will offer an Accounting Recruitment Day Preparation Workshop on Wednesday, September 2, from 1:30 - 3:30 p.m. in the Activities Building and Tuesday, September 8, from 6:00 - 9:00 p.m. in Hodge 245 to help you prepare for this event and the job search process. In order to participate in Accounting Recruitment Day, you must attend one of the workshops.

The Career Services Office looks forward to hearing from you and working with you during your senior year. We will continue to update you with other details and employer requirements for interviewing as employers respond to our letter of invitation.

Sincerely,

Virginia S. Rector
Director of Career Services

VSR:psr

SPARTANBURG CONSORTIUM

USCS, WOFFORD COLLEGE AND CONVERSE COLLEGE

ACCOUNTING RECRUITMENT DAY

Tuesday, October 13, 1992

NAME: _____

CURRENT ADDRESS: _____

TELEPHONE NUMBER: _____

SOCIAL SECURITY NUMBER: _____

DATE OF EXPECTED GRADUATION: _____

G.P.A. IN MAJOR: _____

G.P.A. OVERALL: _____

_____ YES, I would like to participate in Accounting Recruitment Day.

_____ NO, I do not want to participate in Accounting Recruitment Day.

If you plan to participate in the preliminary workshop, which one will you attend?

_____ I will participate in the daytime workshop held on Wednesday, September 2, from 1:30 - 3:30 p.m. in the Activities Building.

_____ I will participate in the evening workshop held on Tuesday, September 8, from 6:00 - 9:00 p.m. in Hodge 245.

RETURN NO LATER THAN MONDAY, AUGUST 24, 1992

If you do not want to participate in Accounting Recruitment Day, do you already have plans after graduation:

_____ YES

_____ NO

September 11, 1992

Ms. Sandra Knezevich
5 Crystal Springs Road #414
Greenville, South Carolina 29615

Dear Ms. Knezevich:

We are finalizing preparations for our Accounting Recruitment Day on Tuesday, October 13, 1992. In order for us to meet our schedule, we need to have your resume in our office no later than Thursday, September 17.

If you have any questions, or if I may be of further assistance please contact me at 599-2392.

Sincerely,

Virginia S. Rector
Director of Career Services

VSR:psr

September 18, 1992

Dear Senior Accounting Student:

Based on the grade point average requirements of this year's participants; and our records you are eligible to participate in the 1992 Accounting Recruitment Day. Please review the enclosed participant criteria sheets to validate your competence.

At this phase of preparation, your sincerity and dedication to participate must be measured by whether you meet required deadlines and the USCS "in-house" criteria. Everything is in motion and moving fairly rapid.

As you are aware, this year's sponsor is Wofford College. Ideally, if you plan to participate you should provide the Career Services Office with ten copies of a professional looking resume no later than Monday morning September 21, so that you can sign-up to interview. For your information sign-up has been extended from September 21-23.

Additional instructions will follow as we approach Thursday, October 13. As a reminder, this is only an invitation to participate. **You have a choice, you do not have to participate.**

I am looking forward to assisting you.

Sincerely,

Virginia S. Rector
Director of Career Services

VSR:psr

Enclosure

MOCK INTERVIEW
FOR
ACCOUNTING RECRUITMENT DAY

hosted by Converse College University of South Carolina at Spartanburg, and
Wofford College

CONFIRMATION OF INTERVIEW SCHEDULE for:

- 1) The confirmed schedule below reflects your _____ interview for which you must participate in before attending Accounting Recruitment Day.
- 2) No confirmed interview schedule will be changed. No shows at interviews are not acceptable.
- 3) We suggest you bring with you one resume for each interview you have in case the interviewer for some reason misplaces the one one previously supplied.

Location of Interviews:

	TIME	COMPANY	BUILDING	ROOM
1)				
2)				
3)				
4)				
5)				
6)				
7)				

ACCOUNTING RECRUITMENT DAY PARTICIPANT MOCK INTERVIEW

EVALUATION FORM

Please take a moment to complete this form and return it when all interviews are done. The information will be used to provide interview counseling in a tactful manner and as a means of constructive criticism.

STUDENT'S NAME: _____

INSTITUTION ATTENDING: _____

Please rate the student's interviewing skills by checking one (1) item in each row.

Experience Excellent background and experience	Very suitable qualifications	Average qualifications	Inadequate background	No relation- ship to position
Education Superior	Good	Average	Limited	Poor
Appearance Excellent well groomed	Good appearance, dresses well	Satisfactory appearance	Careless in appearance	Poor taste, very untidy
Personality Outstanding	Very desirable	Satisfactory	Questionable	Unsatisfactory
Poise—Maturity Well poised and very mature	Composed and confident	Average maturity	Somewhat tense	Nervous and ill at ease
Friendliness Very friendly and outgoing	Warm and congenial	Sociable	Reserved	Distant and aloof
Conversation Very articulate and forceful	Speaks well and to the point	Average fluency and expression	Poor self- expression	Quiet and uncertain
Objectives Ambitious, well- defined goals	Suitable goals established	Ordinary objectives	Undecided about goals	No goals or objectives
Alertness Exceptionally keen and alert	Perceives well	Average understanding	Slow	Poor comprehension
Overall Outstanding	Desirable	Average	Questionable	Unsuitable

Comments: _____

THANK YOU!

SAMPLE QUESTIONS
FOR SENIOR ACCOUNTING STUDENTS

1. Tell me something about yourself?
2. Why did you choose accounting as your major?
3. How has your previous experience prepared you for this job?

. . . or

Since you lack experience how do you feel you can meet the needs of this job?

4. What are your personal strengths? What are your weaknesses? Please give examples of each.
5. Where do you see yourself in 5 to 10 years? What are your salary goals?
6. Why do you want to work for us?
7. Do you plan to take the CPA exam?

October 14, 1992

Territory Sales Rep Manager
MCI - Myrtle Beach
5001 North Kings Hwy.
Suite 206
Myrtle Beach, South Carolina 29677

Dear Sir:

In these times of economic stress, we feel that it is even more imperative for our students to be exposed to the most up-to-date information and trends concerning the career field of interest to them and, perhaps even more importantly, to discover what other career fields they may "fit" into.

THE SIXTH ANNUAL SPARTANBURG CONSORTIUM CAREER FAIR is an opportunity for you to provide this invaluable information about your company/career field to our students, and for those companies interested, there will be an opportunity to interview seniors for positions which you anticipate being available.

The event is scheduled for Thursday, November 5, 1992, at the Radisson Conference Center, from 1:00-4:00 pm with an employer luncheon to precede at 12:00 noon. Converse College, the University of South Carolina at Spartanburg and Wofford College will be sponsoring this year's Fair.

Due to what we feel will be an overwhelming response, participation will be based on a first-come/first-serve basis to best represent career fields of interest to our students. Therefore, it is important that you complete both sides of the attached REGISTRATION FORM and return it to my attention as soon as possible.

Your participation will enable us to fulfill our efforts to make the **SIXTH ANNUAL SPARTANBURG CONSORTIUM CAREER FAIR** even more successful for employers and students. We hope that you are available to come.

Sincerely,

Virginia S. Rector, USC-Spartanburg
Your Contact for Career Fair, 1992

October 14, 1992

Ms. Jeannie Frost
Deputy
Greenville County Sheriff's Office
4 McGee Street
Greenville, South Carolina 29601

Dear Deputy Kelly:

We are pleased to confirm your plans to participate in the 1992 Spartanburg Consortium Career Fair, which is being sponsored by Converse College, the University of South Carolina at Spartanburg and Wofford College on Thursday, November 5, 1992, at the Radisson Conference Center off Hearon Circle.

The schedule for the day is as follows:

- | | |
|-------------|---|
| 11:00-12:00 | Registration & Set-up of table display (you may not need this much time to set-up your display) |
| 12:00-12:45 | Employer luncheon (for those who indicated attendance on the Registration Form) |
| 1:00-4:00 | Information sharing with students (see attached list of questions to help you prepare for this session) |
| 4:30-7:00 | Pre-screened interviews for those who requested this option |

Parking will be available in the hotel parking lot immediately adjacent to the Conference Center (see attached map for directions).

We look forward to having you participate in the **Sixth Annual Spartanburg Consortium Career Fair**. Please let me know if I can assist you in making arrangements for a successful event.

Sincerely,

Virginia S. Rector, USC-Spartanburg
Your Contact for the 1992 Career Fair

November 9, 1992

Ms. Betty T. Anthony
Personnel Officer
American Federal Bank
P. O. Box 1268
Greenville, South Carolina 29602

Dear Ms. Anthony:

It was a pleasure to have you participate in the 1992 Spartanburg Consortium Career Fair. Although the student participation was somewhat less than last year, students have commented about the knowledge they have gained from discussing career options with you.

Again, thank you for agreeing to participate. We are looking forward to seeing you again next year.

Sincerely,

Virginia S. Rector, USC-Spartanburg
Your Contact for the 1992 Career Fair

